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**Teachers' and Pupils' Perceptions of Sex
Education in Taiwan and England
- A Comparative Study**

by

Liang, Chung-Hsuan

A thesis submitted in partial fulfilment of the requirements for the
degree of Doctor of Philosophy in Education

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Abstract

This is a study of teachers' and pupils' perceptions regarding sex education in two countries, Taiwan and England. It is a mixed method comparative study of four schools, two in each country. Interviews, focus groups and surveys were undertaken in these schools during the 2007/08 academic year. There were approximately 2100 participants - all year eight pupils (aged between 12 and 14) and volunteering teachers/coordinators.

It was found that sex education was taught within all four participating schools and was consistently recognised as a valuable part of the curriculum.

Two distinct approaches to sex education were found in the two countries. Perceptions of sex education were consistent across both schools in Taiwan and a key reason for this was that sex education had developed through a top-down policy. There was more variation between the two schools in England reflecting more flexible policies.

The strengths and weaknesses of these two approaches are discussed along with the influence of stakeholders such as policy makers and governors/coordinators. Biographic factors such as age and gender are also explored. The two phenomena (consistent and variable sex education) uncovered in this study are further explored within a descriptive model.

Abbreviations

DfEE – Department for Education and Employment

E1 - an English secondary school in Coventry, England

E2 - an English secondary school in South Warwickshire, England

FPA - Family Planning Association

Ofsted - Office for Standards in Education

PSE – Personal and Social Education

PSHE – Personal, Social and Health Education

QCA – Qualifications and Curriculum Authority

RE – Religious Education

SE - Sex education

SHADOW - Sexual Health and Drugs Outreach Work

SIECUS - Sexuality Information and Education Council of the United States

SRE - Sex and Relationships Education

STD – Sexually Transmitted Disease

STI – Sexually Transmitted Infection

T1 - a Taiwanese junior high school in Taipei City, Taiwan

T2 - a Taiwanese junior high school in Taipei County, Taiwan

Chapter I Introduction

1.0 Introduction

In this chapter I will firstly explain my motivation and rationales for undertaking the study described in this thesis. Secondly, I will define the objectives for this study. Thirdly, research questions of this study will be illustrated, this will be followed by the discussion of the rationales for choosing the focuses of this study- Taiwan and England. Finally, an outline of the thesis will provide a structure of this study and the aims of each chapter. These sections will provide a brief understanding of the purpose of this study.

1.1 Motivation

Sex education has been a much debated subject in many societies; including Taiwan, where I grew up. Through years of study in health related issues in education, I began to appreciate the importance of sex education. It became apparent to me that many aspects of sexuality were shaped during the educational and institutional experiences of children and young people. This belief was further reinforced by my experiences as a trained Health Education teacher in Taiwan.

During the period of education reform in Taiwan, I was fortunate enough to participate in some of its development. This suggested to me that better models could be found in other countries - although this view was not supported by any critical examination of these alternatives. But as a result much of the contents and structure of sex education in Taiwan is based on the adoption of foreign models into the Taiwanese system. This led me to reflect about the existence of a definitive model of sex education and its possible origins. There is also another aspect of this story; it is the education I received during this period (initial teacher training). It was a very clear doctrine and something that had hardly been challenged. As a result the thought of re-evaluation did not occur to me as a possible route during my studies in Taiwan. Therefore, I believe that a re-examination of my initial beliefs should be undertaken in order to question my initial learning.

I was fortunate to be offered the opportunity to study in the UK; which I believed would be a perfect time for me to investigate my initial (naive) thoughts regarding the ways of implementation of sex education. I decided to choose the area of sex education as my research focus. The other personal decision was not only to look into the nature of sex education through political analysis but also the practice in England. I believed that if there is a definitive model, I would find it in western society. Subsequently, I decided to undertake research to compare the sex education in the two countries - Taiwan and England.

Initially, I was looking for a different or “better” model of sex education during the project. However, this has always been a problematic hypothesis as I perceived this during my period of study in Taiwan. I progressively moved towards a more realistic view of the practice of sex education. I realised that the purpose of my study is to illustrate the current practice of sex education in two countries and demonstrate their consistencies and differences. I hope I will be able to accomplish this in the following journey. Based on my initial thoughts, I hoped I have used this opportunity to learn more about the nature of sex education and offered practical insights into it by investigating sex education in its natural settings.

1.2 Rationales of the study

Due to different cultural and political backgrounds, every country has their own attitude or beliefs regarding health related issues. The numerous debates both academic or in the press in England drew my attention to this (Meredith, 1989; Simey & Wellings, 2008). According to the Department of Health’s guidance announced on 29th July 2004 in England, a patient’s confidentiality is highly important when it comes to sexual health associated practices, even if the patient is under the age of sixteen. In this guidance, patients’ autonomy is fully respected (Department of Health, 2004). In contrast, in most Asian countries, Taiwan for example, the health care organisation will have to inform the patient’s parents if the patient is under the age of eighteen. Simply by comparing these two countries, it is clear that different countries have different practices and the reasons behind this could be very interesting. However, when looking further into the details, we realise that not only the practice itself, but also that people perceive sensitive issues (e.g. sexual matters)

differently. This means when it comes to sex education the concepts and the practices are also likely to differ significantly. Therefore it is in my interest to look into how different the practices and concept of sex education will be and to what extent. This became the focus of this study.

Theoretically, the school-based curriculum is designed to enhance and enrich learners' knowledge, attitude, practice, and also to empower youngsters for their future lives. Most curricula are developed by referring to governmental guidelines. However, these guidelines are mainly developed upon the basis of accepted perceptions, which often refer to adults' beliefs. Pupils' voices are often missed or neglected. In order to achieve a better understanding of the strengths and weaknesses of today's sex education, we must make some effort to understand the needs of the participants - pupils and teachers. Whilst pupils are the target of education, teachers are the key channel through which pupils receive sex education. Through the investigation of this study, we will not only have better understanding of pupils' and teachers' needs, but also knowledge of the nature of sex education in these two countries.

There were quite a lot of studies focusing on sex education worldwide, but very few took a 'bottom-up' perspective i.e. a study based on the perspectives of pupils and moving upwards. Most of this research looked at teachers' attitudes and practice in general (e.g. Buston and Wight, 2004). Although Strange et al. (2006) investigated both pupils' and teachers' perceptions regarding Sex and Relationships Education (SRE) in England, the main focus was more on organisational and functional aspects. Attitudes in terms of subjective views were often missed. However, a comparative study regarding views on sex education amongst university students in Greece and Scotland captured some elements of affective perceptions, and also showed that social context had a significant impact on not only attitudes, but also practices (Kakavoullis & Forrest, 1999). In addition, some studies (e.g. Lewis & Knjin, 2001, 2003; van Loon & Wells, 2003) compared background and contents of sex education between England and the Netherlands, and the results suggested that the materials used were slightly different in these two countries. However, the major factors that caused the differences, especially in the context of teenage pregnancy rates still remained unclear. Moreover, some researchers suggested that the different approach of sex

education reflects its own social construct. For example, Che (2005) indicated the social and cultural impacts on sex education in Chinese society, which not only influenced the implementation but might have contributed to its outcomes as well. Therefore, a comparative investigation of sex education in different social contexts is a pressing and vital issue.

1.3 Objectives of the study

The purpose of this study was to investigate teachers' and pupils' attitudes towards sex education in secondary schools of England and Taiwan. A comparative approach was adopted to allow me to focus on different perceptions of sex education within different social contexts. Finally, it allowed me to identify the differences and similarities in the contents and practices of sex education in these two countries. I was able to look into the strengths and weaknesses of approaches which were adopted by each country. This also illuminated more understanding of sex education as a whole. Ultimately, I was able to offer some suggestions for the future design and practice of sex education.

1.4 Research questions

Research questions for this study were divided into two categories, they were teachers and pupils. This presented the focus (main participants) of this study which was on these two groups. The research questions were as follows:

Teachers' perspectives

1. What are teachers' perceptions with regard to:
 - (a) Their feelings and attitudes of undertaking sex education within their school.
 - (b) Pupils' need for sex education.
 - (c) Teachers' perceptions of the effectiveness of the methods and techniques used for the delivery of sex education.
 - (d) The opportunities for them to access relevant resources in the process of implementing sex education.

Pupils' perspectives

2. What are pupils' perceptions with regard to:

- (a) Their feelings and attitudes toward sex education within their school.
- (b) Their satisfaction with the sex education implemented at their school and to what extent they find these activities helpful and useful.
- (c) Their need for sex education and to what extent the need has been met.

1.5 The focus of the inquiry - England & Taiwan

Choosing the focus of the inquiry could be vital yet tricky in any study, especially a comparative one. Most countries have their own sex education to some extent, and I believe they would all have their own characteristics and unique designs. Comparing them proved to be a very interesting and revealing journey. However, I needed to consider a lot of factors of engaging in an investigation in an unfamiliar territory. Therefore, I chose Taiwan and England as the focus of the inquiry based on the factors of manageability and accessibility.

The rationales for choosing Taiwan and England as my focus of the inquiry were as follows:

- 1) Education in Taiwan was a field I was familiar with.

All the years living, studying and teaching in Taiwan had made me familiar with the education system and practices of sex education in Taiwan. Therefore, choosing Taiwan as part of my focus was a logical decision to make. This enabled me to look again into sex education in Taiwan and also allowed me to reflect on some of my experience. This process helped me to investigate a familiar field with fresh views, the possible detachment from the phenomenon in Taiwan proved to be a beneficial process.

- 2) Education in England was easily accessible as I was based in the UK for my study.

It was easier for me to conduct this study while living in the UK. The day-to-day living in this country also provided me with the opportunity to understand the social context and infrastructure of this particular place. This had contributed to my study immensely, and also made my observations more insightful and complete.

- 3) Every country had their own rendition of sex education which made it very interesting to compare these two countries.

The differences between Taiwan and England were significant factors which contributed to its practices and outcomes. The differences will be explored in the following chapters.

- 4) The existing connections with these schools in England and Taiwan.

This study required field work into educational institutions, therefore, connections with schools were necessary and essential. Prior to this study, I had already built strong relationships with a few schools in Taiwan. During the course of this study, I also established good relationships with several schools in England. These relationships enabled me to have support from the school and its staff; this also helped the data analysis.

1.6 An outline of the thesis

This thesis contains ten chapters, they are as follows (excluding this chapter):

Chapter II

There are two main sections in this chapter. The first section is to define sex education and its aims, it will also illustrate theories in relation to sex education. The second section will discuss approaches of sex education and its possible practices.

Chapter III

A brief history of sex education in Taiwan will be illustrated in this chapter. This will be followed by further discussions of different aspects of the practice of sex education in Taiwan.

Chapter IV

A brief history of Sex and Relationships Education in England will be illustrated in this chapter. This will be followed by further discussions of different aspects of the practice of Sex and Relationships Education in England.

Chapter V

Methodology and research design of this study will be explained in this chapter. Critical consideration of methodology will be discussed and followed by the rationales of the methods I have adopted. The detailed illustration of instruments of this study will also be explained. The procedure and methods in data analysis will be presented in this chapter. A pre-conceptualised framework will be demonstrated for the (pre-)understanding of the sex education.

Chapter VI

Collected data from Taiwanese samples will be presented in this chapter. Further comparisons of data from Taiwan will also be illustrated. A neutral stance will be taken during the process of data presentation.

Chapter VII

Collected data from English samples will be presented in this chapter. Further comparisons of data from England will be illustrated. A neutral stance will be taken during the process of data presentation.

Chapter VIII

Comparisons of the data from Taiwanese and English samples will be illustrated in this chapter. Further comparisons between samples (schools,

genders) will also be made. A neutral stance will be taken during the process of data presentation.

Chapter IX

In this chapter, findings from Chapters VI, VII & VIII will be discussed in detail. Significant findings will be cross-examined with other evidence and relevant studies. An explanatory model will be introduced based on the gathered evidence and the framework for sex education demonstrated in Chapter V will be revisited and refined. This chapter aims to explain the phenomena cumulatively, and achieve a holistic view on sex education.

Chapter X

Strengths and weaknesses of this study will be discussed in this chapter. Implications of this study will also be illustrated in this chapter, this will be followed by my reflections to conclude the journey of this study.

1.7 Conclusion

There were many reasons for me to choose this area as my focus of inquiry. With a background of being a Health Education teacher in Taiwan, it was a natural instinct for me to focus on education about health issues. During the course of my study I began to realise that a number of ideas that I used to believe may have been biased. Therefore, I decided to investigate a familiar field in a fresh location, I hope this will help me to reflect on my past experiences. I also hope that through this inquiry I will be able to illuminate some traits of sex education from both countries, and contribute to sex education in the future.

Chapter II Sex Education - an Overview of Perspectives

2.0 Introduction

This chapter discusses concepts and theories which concern sex education. Firstly, I will discuss the definition of sex education and its association with health education. With the establishment of their association, I will then discuss concepts and theories which can contribute to sex education from health education paradigm. There will be four groups of theories/concepts discussed in this section, they are developmental theories, perceived control theories, attitude and intentions theories and social environment theories.

Secondly, approaches of sex education will be discussed. There will be five approaches illustrated in this section, they are abstinence-only sex education approach, morality education approach, health approach, right-based approach and comprehensive sex education approach. Discussion in this section is to define these approaches and their potential contribution to sex education along with their limitations and weaknesses.

Finally, combining these discussions will provide a theoretical base for sex education and current development of sex education in a broader context. This can further provide foundations for understanding sex education in different countries which will be illustrated in the following chapters.

2.1 Concepts of sex education

It is impossible to understand sex education without seeking to define it. ‘Sex and Relationships Education’ is a term used in schools, especially in the UK, referring to a curriculum involving aspects of sex and relationships issues. Another conventional term of it is usually described as ‘Sex Education’ or ‘Sexuality Education’. Therefore, the terminology of ‘Sex and Relationships Education’ will only be used to describe the specific sex education in England in this study, whilst the term ‘Sex Education’ will be for other countries. Kilander (1970) pointed out that there was great divergence of opinions regarding definitions of sex education; he further illustrated two extreme approaches to define sex education: the restricted

reproduction (biology) aspects and the fear arousal aspects. Hence he argued that sex education should be:

- 1.A comprehensive and progressive process of care, guidance and example as well as information.*
- 2.An education to bring about adult attitudes and behaviour. It is a social and socializing process.*
- 3.Instruction and training in all that may help to form normal and wholesome attitudes, values and ideals to sex, and to shape conduct in accord with these attitudes, value and ideals.*
- 4.It is to be developed as an organic part of the entire educational program.*

(cited from Kilander, 1970 p.6)

It is clear that his view is that sex education should be a holistic concept. This view of sex education is still widely adopted today. For example, Halstead & Reiss (2003) summarised the aims of school sex education as:

- *Helping young people to know about biological topics as growth, puberty and conception.*
- *Preventing children from experience abuse.*
- *Decreasing guilt, embarrassment and anxiety about sexual matters.*
- *Encouraging good relationships.*
- *Preventing under-age teenagers form engaging in sexual intercourse.*
- *Preventing under-age teenage girls from pregnancy.*
- *Decreasing the incidence of sexually transmitted infections.*
- *Helping young people question the role of women and men in the society.*

(cited from Halstead & Reiss, 2003 p.137)

The definition of sex education from Kilander (1970) was clearly followed in this study by Halstead & Reiss (2003). However, it is noticeable that perspectives on the issues involved have widened extensively throughout the years. We need to bear in mind that sex education is not merely a curriculum, it is in its wider concept a programme to promote sexual health. Epstein & Johnson (1998) pointed out the

important role of schools in shaping sexuality in pupils, and the use of school curriculum to achieve this could be found in many countries. This suggests the importance of sex education in schools and society.

Although the definitions of sex education differ, its goals and objectives tend to be similar. Kilander's (1970) definition of sex education illustrated the aspects relating to attitude, behaviour and socialising. It is significant to find the association between sex education and the paradigm of health education; it is thus clear to identify that one of the goals of sex education was to confront sexual health issues. However, in order to understand sexual health, it is necessary to define health first. The World Health Organization's (1948) definition was '*Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.*', and this helped to widen views on health. The World Health Organization in the Ottawa Charter for Health Promotion stated health is '*a resource for everyday life, not the objective of living. Health is a positive concept emphasising social and personal resources, as well as physical capacities.*' With this comprehensive view of health, we can see sexual health issues in a broader context. We can also clearly see sex education as part of broader health education. Wight & Abraham (2000) stressed the significant role of health education for sex education, especially the theory adoption for interventions and programmes. This further strengthened the connection between sex education and health education.

With the recognition that sex education is closely associated with health, it is important to investigate health education when considering issues of sex education. Health education or health behaviours are focused on general health related issues including sexual health.

Perspectives on health education can be separated into several categories, they are: developmental theories, perceived control theories, attitude and intentions theories and social environment theories (Saunders, 2005; Glanz et al., 2002). None of these theories and concepts can fully explain all aspects of health (sexual) issues, but they do provide some insight on approaches of addressing these issues.

2.1.1 Developmental theories

Developmental theories provide a focus on the developmental sequences or stages of an individual's development (Saunders, 2005). Strange et al. (2003) noticed the effect of age difference on pupils' responses to sex education programmes, it was suggested that older pupils had more positive experiences within sex education sessions. Woodcock et al. (1992) also identified the timing issues of introducing topics of sex education, for example the inclusion of some topics of sex education proved to be more successful in certain age groups. It is clear that development (maturity) is a key issue in relation to successful sex education, as identified by Buston & Wight (2004) in a study of pupils' participation in sex education programmes. Therefore, it is apparent that a clearer identification of development stages, as suggested by Erickson (1959), would help inform the 'suitable/appropriate' design of sex education. Saunders (2005) also argued that theories of development can help us to have more appropriate presentation of material and more appropriate expectations for the participants' level of understanding and behaviour.

Psychosocial development theory

Psychosocial development theory was developed by Erikson (1959), it clearly defined eight stages through the life cycle. Erikson proposed two opposite outcomes for each stage; he suggested that successful fulfilment of 'tasks' in each stage would result in a healthier personality and successful interaction with others. Identity vs. Role Confusion was the fifth stage of this theory. This stage was argued to take place around adolescence which was the age of the pupils in this study. Erikson suggested that young people who are constantly searching for an identity are more likely to be excluded from the 'mainstream' norm e.g. dropping out of school. The notion of 'searching identity' was used to represent the experience of uncertainty and experiment. Gest et al. (1999) further identified that this behavioural pattern (e.g. the early drop out of school) is strongly associated with teenage pregnancy. It was concluded the 'non-mainstream' norm was an early indicator for risky sexual behaviour among secondary students.

With reference to Erikson's ideas, it is clear that sex education for secondary students would need to address issues of their identity, roles and relationships.

Saunders (2005) suggested that programmes which follow Erikson's ideas would help pupils to identify goals, to explore present and future roles and relationships, and to explore and define their values. It was mentioned that pupils' un-guiding exploration of different (experimental) experiences could sometimes (hypothetically) result in a delay or an unsmooth transition of stages.

Halstead & Reiss (2003) stated that one of the aims of sex education is "*Helping young people question the role of women and men in society*". This was coherent with Erikson's theory, and highlighted the importance of identity, especially sexual identity. Many researchers argued that gender/role identity is a key factor in sex education (Measor, 2004; Prendergast, 1996; Reiss 1998), which needs to be addressed to ensure the programme (sex education) can help young people to experience and explore roles. This might help youngsters to achieve a sense of well-being and contribute to their adult adjustment.

Cognitive development theory

Cognitive development theory was developed by Piaget, and it defined individual's development into four pre-determined stages (Piaget, 1955). This theory greatly influenced many aspects of educational research paradigms, including health (sex) education. Piaget suggested cognitive development was not an entirely smooth process, but noted several key moments of transition.

Two of these stages are associated with institutional sex education, especially in the secondary level. They are: concrete operational and formal operational.

Concrete operational stage usually concerns children between aged seven and eleven; and the formal operational stage is usually achieved by age eleven. Atherton (2009) summarised the characteristics of these stages as:

Concrete operational - Classifies objects according to several features and can order them in series along a single dimension such as size.

Formal operational - Becomes concerned with the hypothetical, the future, and ideological problems.

It was suggested that each person would reach a certain stage of cognitive development around a particular age (e.g. eleven years old for the formal operational stage), but some people would only reach that stage later on. Brown & Eisenberg (1995) argued that young people's cognitive development is strongly associated with behaviours that would result in unintended pregnancy. This was demonstrated by comparing unintended pregnancy rates between different age groups and their level of cognitive development. This argument also highlighted the issue of 'maturity' in sex education, which was concluded by Buston & Wight (2004) as an important factor in pupils' participation in sex education.

There were considerable debates regarding the appropriate contents of sex education and its timing (Somers, 2005). Therefore, ideas of cognitive development can help with the process of choosing adequate materials for certain age groups. Based on this theory, a consideration of pupils' cognitive development would influence their understanding of teaching materials; if pupils' development has not reached a certain level, it will be impossible for them to understand complex materials. Strange et al. (2003) argued that different contents (topics) of sex education were preferred by pupils of different gender. Perhaps this could be accounted for by different cognitive developmental levels. Female pupils prefer topics about relationships and male pupils prefer the facts of sex. The apparent contrast between these two is similar to the difference between concrete and formal operational stage. Measor et al. (1996) identified the common delay of maturity among male students in secondary schools. Participants in this study often mentioned the benefit of postponing materials for boys, this was a strong suggestion for the different developmental stages between genders around the age of thirteen and fourteen. If we combine these findings with the argument of the level of maturity in pupils' participation in sex education from Buston & Wight's (2004) study, it is clear that the acceptance or suitability of content of sex education is influenced by pupils' cognitive development.

2.1.2 Perceived control theories

These theories are sometimes referred to as intrapersonal theories, as it is suggested that intrapersonal characteristics would influence one's decision making

process (Saunders, 2005). All these theories have an emphasis on different intrapersonal characteristics, and it is felt that health (sex) education and health promotion might aim to promote decisions based on healthier choices. Therefore, theories which explain this decision making process would make a significant contribution to health (sex) education.

The importance of this group of theories can be seen in relation to the widely adopted 'informed choices' approach to sex education. Reiss (1995) identified this as one key philosophical framework adopted in sex education- developing skills for decision making.

Locus of control theory

Locus of control theory is an extended theory which sought to explain an individual's thoughts on external or internal factors of life (Rotter, 1975). Lefcourt (1982) further suggested that an individual with an internal locus of control is more likely to have personal control in any given situation. On the contrary, an individual with an external locus of control believes outside factors have more control in any given situation. The internal or external locus of control could be easily treated as a person's sense of control over various situations and the casual factors which might contribute to them.

Lefcourt (1982) also suggested that people with a stronger internal locus of control are more likely to feel they have achieved their desired behaviour/goal. Many studies (e.g. Wallston et al., 1976; Hurd, 2000) identified locus of control in considering a youngster's sexual health behaviour. It was suggested that people with internal locus of control are more likely to follow desirable paths of behavioural patterns. For example, the use of contraception to prevent unintended pregnancy is a typical desired behaviour in many societies, and people with internal locus of control are likely to use it.

Locus of control theory has been widely adopted in health-related research due to the development of the scale to measure it. For example, in the study of Wallston et al. (1976) and Furnham & Steele (1993), the concept of a person's locus of control was clearly measured by a scale, then it could be further adopted as an indicator for

predicting health behaviour. Dignan & Adame (1979) reported that sex education which focuses on knowledge and communication skills would increase participants' internal locus of control. This established the importance of locus of control in its current status in health (sex) education. Therefore, the idea of informed choice could be treated as two part; the informed process is the accurate imparting/receiving of information and material. Through this process the choice is the outcome influenced by the empowerment within an internal locus of control.

Therefore, this approach stressed the importance of an individual's inner process with regard to the sense of control over situations; it also suggested ways to enhance this sense of control by receiving adequate information and improving communication skills.

Self-efficacy

Self-efficacy was defined by Bandura (1977) as "*conviction that one can successfully execute the behaviour required to produce the behavioural outcome*". He also suggested that self-efficacy is a determinant for starting a new behaviour and keeping certain behaviour changes. Noticeably, it was situation specific, as one can experience negative outcome in any given instance, but people with greater self-efficacy would believe that they will succeed next time even when they encountered failure (Saunders, 2005).

Noar et al. (2004) illustrated the importance of self-efficacy in school-based sexual health programmes by comparing theories and approaches of HIV prevention programmes. It was argued that most of these theories and approaches recognised the concept of self-efficacy as an important one. Many empirical studies also found this concept useful to explain the outcomes of sex education, they suggested that the increase of self-efficacy will increase the likelihood for one to engage in desired (healthier) behaviours (e.g. Mahoney et al., 1995; Basen-Enquist, 1994).

Bandura(1989) further stated that self-efficacy also influences an individual's ability to avoid an undesirable social situation. Saunders (2005) argued that this tendency of self-efficacy would help people to choose social activities where they are

less likely to encounter possible risky behaviour, and this could significantly reduce the chances of undesired outcomes (e.g. unintended pregnancy).

The concept of self-efficacy has been developed into several other theories/frameworks, especially in health behavioural research paradigms (Noar et al., 2004; Schwarzer, 2008). It has been seen as helpful in explaining mediating factors in behavioural change (Glanz et al., 2002). For example in the context of socialising, it is often put into consideration along with other factors such as knowledge and belief of change in the social cognitive theory (Munro et al., 2007).

Based on the concept of self-efficacy, health (sex) education programmes should enhance participants' skill of dealing with potential risky situations by increasing their confidence of successfully handling these situations. Establishing this confidence would not only avoid the short-term crisis, but also enable the long term behavioural change included in many countries' objectives of sex education. For example the objectives of Sex and Relationships Education published by the Social Exclusion Unit (1999) in the UK stressed behavioural issues within.

2.1.3 Attitude and intentions theories

These theories generally argue that an individual's attitude and intention is an important indicator of his/her behaviour. Therefore, they illustrate factors which may determine or affect one's intention to accomplish certain behaviour (Saunders, 2005). All these theories have their limitations, but have been adapted to provide a more comprehensive framework. The most important element of these theories is the significance of 'desired behaviour', the underpinning ideology is based on behaviourism.

Theory of planned behaviour

The theory of planned behaviour was proposed by Ajzen (Ajzen & Madden, 1986) to replace the earlier model of theory of reasoned action (Ajzen & Fishbein, 1980). In its earlier model the links between intention and behaviour were stressed, and two factors were proposed as determinants of intention. Firstly, attitude toward behaviour is a personal factor which refers to the degree to which a person has a

favourable or unfavourable evaluation of the behaviour in question. Secondly, subjective norm is a social factor which refers to the perceived social pressure whether or not to perform certain behaviour. (Ajzen & Madden, 1986)

The conceptual framework of theory of reasoned action can be simply illustrated in the following figure:

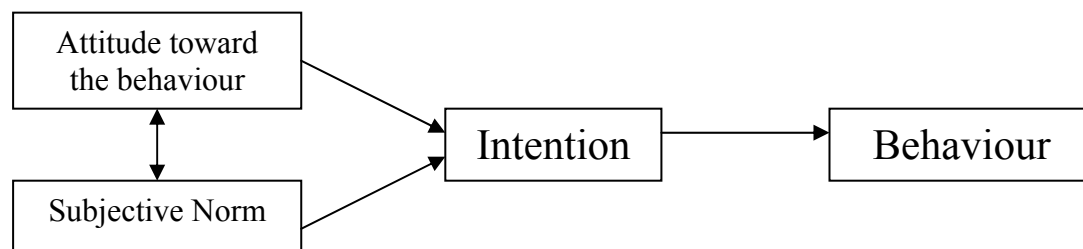


Figure 2.1 Theory of reasoned action (Ajzen & Fishbein, 1980)

Ajzen proposed another conceptual addition to the previous theory in considering volitional control. Perceived behavioural control was added to the previous framework, and the new proposed theory was the theory of planned behaviour (Ajzen & Madden, 1986). Perceived behavioural control is a person's perceived capability to perform the behaviour (Ajzen & Manstead, 2007). In the following figure we can clearly identify the new amendment of this theory and its proposed effects.

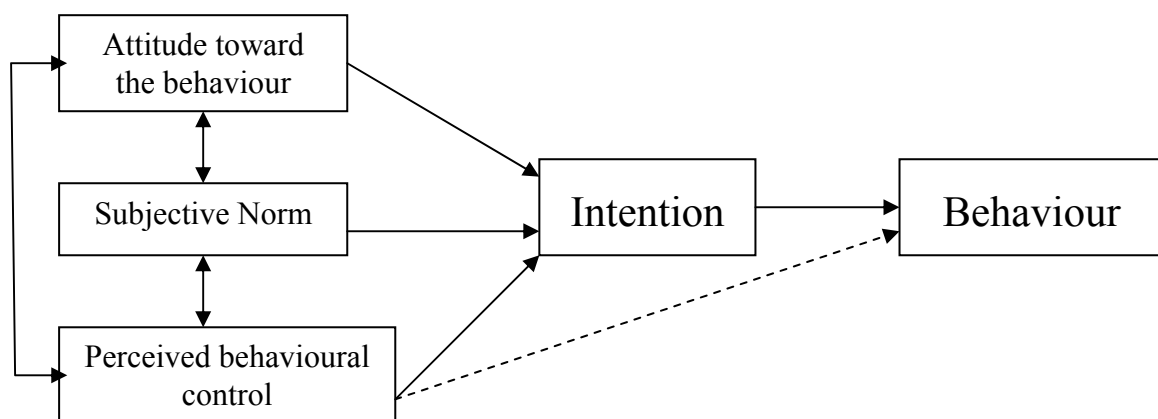


Figure 2.2 Theory of planned behaviour (Ajzen & Madden, 1986)

This theory has been widely adopted in many fields, especially in research involving health-related behaviours. Ajzen & Manstead (2007) reviewed interventions which adopted this approach, and they concluded that many of them

showed significant and positive results. They especially emphasised the positive results in explaining and predicting health-related behaviour, including sexual behaviour.

The idea of planned behaviour can be applied in sex education by planning programmes which enhance proposed determinants. For example, a discussion of consequences of teenage pregnancy could change young people's attitude towards contraception or social norms in relation to this issue. However, some other factors can influence the validity of this approach. For example, Godin et al. (1996) argued that the differences between male and female in regard to the explanatory value of determinants in this approach. It was suggested that female's behaviour is influenced significantly by subjective norms whilst male behaviour is more influenced by attitudes. Furthermore, Saunders (2005) argued the fluid nature of intention and attitudes, which may change in a different context.

Despite some drawbacks to this theory, it still provides a clear framework for designing programmes of health (sex) education. The strength of this theory is the clear (simple) determinants for the implementation of planning health (sex) education, and it has been tested and found effective in various interventions and programmes (Ajzen & Manstead, 2007).

Theory of interpersonal behaviour

The theory of interpersonal behaviour was proposed by Triandis (1977), it was established not only on the basis that intention would cause behaviour but other hypothetical components could interact with intention or directly influence behaviour. There were some new/significant components proposed, they were: (1) cognitive (thoughts about the behaviour) (2) affective (feelings about the behaviour) (3) Social belief (4) normative beliefs (what family members/friends believe) (5) personal normative belief (6) role beliefs (7) habits (Saunders, 2005).

In this theory, behaviour is formed by three components: intention, facilitating conditions and habit (Gagnon et al., 2006). This theory offers an explicit role for affective factors in behavioural intentions as well as the distinction between two normative dimensions: social and personal. It also identifies the importance of habit

on behaviour, for example, the past experiences and its outcome can influence one's intention to engage them again in the future (Collazo, 2004). Although this approach provided some insights into behaviour, especially the affective and past experience perspectives, it has not been fully empirically tested, especially in comparison with some other similar approaches e.g. theory of planned behaviours (Saunders, 2005; Gagnon et al., 2006). Results of few studies (e.g. Chan & Fishbein, 1993; Godin, et al., 1996; Schaalma et al., 1993) where this approach was adopted were varied, as Saunders (2005) argued the need for further investigations of this approach. Therefore, the recognition of its status still remains unclear.

Triandis' theory (1977) is similar to the one of Ajzen (Ajzen & Madden, 1986), but the inclusion of some further components enables it to have more explanatory value. For example the inclusion of habit in this theory enables us to put pupils' past experiences into consideration during planning. It also suggests that the inclusion of experiential activities would be beneficial in shaping intentions for desired behaviour. Theory of interpersonal behaviour is a considerably more complex theory due to the various factors/components it contains. This is its strength as well as its weakness.

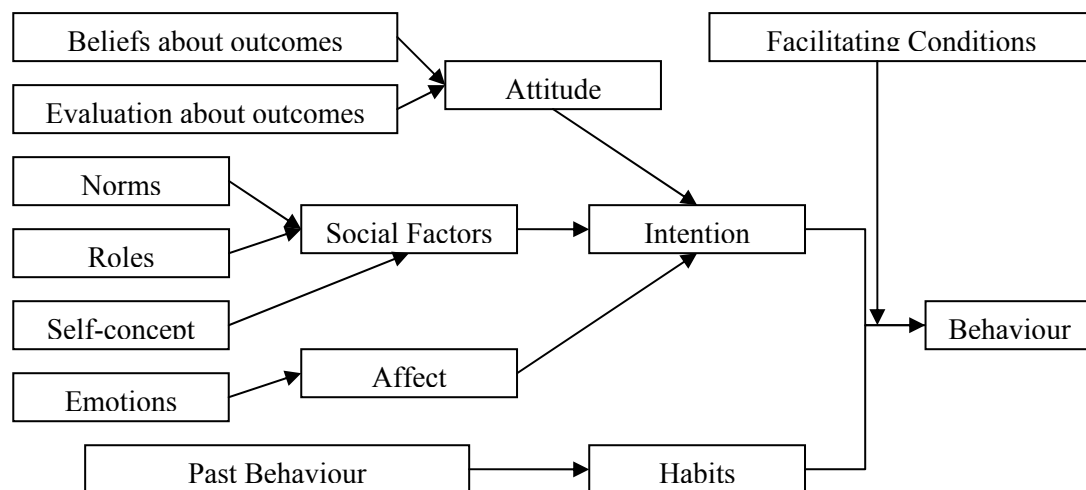


Figure 2.3 Theory of interpersonal behaviour (Triandis, 1977)

Health belief model

The health belief model was proposed by Rosenstock (1974), and it was long established as a useful conceptual framework when trying to understand many

preventive health behaviours (Saunders, 2005). The key elements of health belief model can be divided into three stages: individual perceptions, modifying factors and likelihood of action (Glanz et al., 2002).

This theory proposes that in order for an individual to take action to avoid a disease, the individual needs to believe that (a) he or she is susceptible to the disease (*perceived susceptibility*); (b) the disease could have at least a moderately severe impact on some component of his or her life (*perceived threat*); (c) certain behaviours could be beneficial in reducing his or her perceived susceptibility or severity in the event of affliction with the disease (*perceived benefits*); and (d) these behaviours would not be impeded by factors such as cost, pain, and embarrassment (*barriers*) (Lin et al., 2005).

This theory has been widely adopted in several domains in health related issues. Due to its focus on disease and behaviour aspects, it is widely adopted in disease prevention researches/interventions. Although Steers et al. (1996) reported that the result of its predictability varied between studies, it was still considered by others (e.g. Lin et al., 2005) as a useful theory/model. This inconsistency in effectiveness of adoption of this theory brought a lot of attention to it, subsequently extra factors (introduction of self-efficacy) were added to compliment it (Rosenstock et al., 1988). Within the issues relating to sex education, this theory is hugely popular with the HIV/AIDS prevention interventions/programmes. However, studies suggested that this theory would be more beneficial if the programme/intervention had been conducted within a more ethnic specific group (Steers et al., 1996). This suggestion was proposed due to the variation of (health) beliefs in different social or ethnic groups (Ashig-Giwa, 1999).

Devising a programme of sex education on the basis of this model could be beneficial in several ways. Firstly, it raises the perceived susceptibility of participants in particular by addressing the possibility of undesired consequences. Secondly, sex education has to provide incentives to participants as well as eliminating the barriers to achieve certain goals. Thirdly, it might also enhance a participant's competency to take further action. The health belief model clearly provides a target-oriented approach to enable a focus on specific issues.

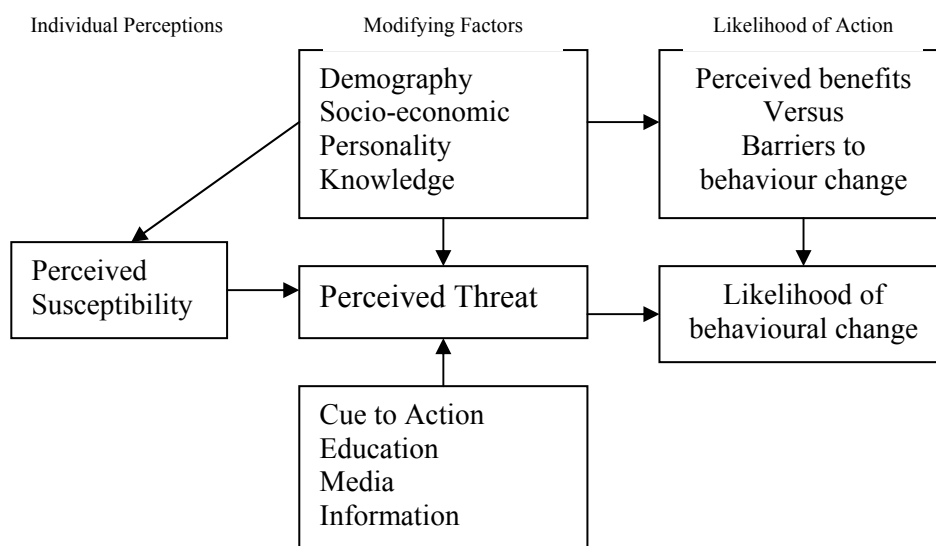


Figure 2.4 Health belief model (Glanz et al., 2002)

2.1.4 Social environment theories

All of the theories discussed previously were focused primarily on personal attitudes and perception and their influence on behaviour. However, the influences of environmental factors were lacking in those theories, hence the inclusion of social environment theories provides the way of explaining issues in a wider picture. These theories primarily illustrate the role of others in the social environment on an individual's decision making, whilst less attention is given to personal characteristics (Saunders, 2005).

Social learning theory/ Social cognitive theory

Social learning theory/Social cognitive theory is highly influential within social environment theories. This theory suggests that behaviours are learnt from others in the social environment (Bandura, 1977). It recognises the role of cognitive and behavioural influences on behaviour but focuses primarily on the social influences on individual's behaviour. It suggests that behaviours are learnt by direct and indirect interactions with others through rewards and punishers, and by the observation of others. It is also influenced by the individual's attitude towards certain behaviour. Parents and other adults often try to control or influence the social learning of

children by limiting their activities or by limiting and/or encouraging their interaction with others (Saunders, 2005).

The practical application of this theory was further strengthened by the work of Rosenstock et al. (1988), which saw behaviour as largely determined by expectancies and incentives. They were defined as:

Expectancies

- *Expectancies about environmental cues (beliefs about how events are connected).*
- *Expectancies about the consequences of one's own action (outcome expectation).*
- *Expectancies about one's own competence to perform the behaviour needed to influence outcomes (efficacy expectation).*

Incentives

- *Incentive (or reinforcement) is defined as the value of a particular object or outcome. The outcome may be health status, physical appearance, approval of others, economic gain, or other consequences. Behaviour is regulated by its consequences (reinforcements), but only as those consequences are interpreted and understood by the individual.*

Following this theoretical model, Saunders (2005) suggested that sex education programmes should be led by a tutor or speaker who is respected by participants. She also identified the theoretical basis for choosing a high prestige person for campaigning programmes. This claim was further reinforced by the findings of Akers & Lee (1996) in a study of investigating smoking behaviour and prevention programmes for young people.

Social learning theory identifies the influence of social/environmental factors; it also provides insight into the influence of parents and role models. An individual's sexuality is seen as socially constructed, and largely learnt rather than something purely innate (Gabb, 2004; Wight et al., 1998). For example, in a study by Measor & Sikes (1992) looking at issues regarding gender differences and schooling, they used this theory to explain gender as something which may have been socially constructed.

2.2 Approaches to sex education

Meredith (1989) drew attention to the dilemmas and debates within sex education and concerns regarding its content. Braeken & Cardinal (2008) further suggested that debate was confused with the explanation of ‘irresponsible’ sex behaviour getting lost in political, ideological and moral considerations. There are clearly many approaches and considerations within sex education practice as discussed below.

2.2.1 Abstinence (-only) sex education

Breaken & Cardinal (2008) defined the ideology of abstinence sex education as based on the idea of abstinence as being the most effective measure to prevent unwanted pregnancy and the transmission of HIV among young people. It developed in oppositions to school sex education which was generally regarded as encouraging irresponsible sexual behaviour (Halstead & Reiss, 2003).

Abstinence-only sex education is mainly pioneered in America. It treats young pupils/recipients as innocent minded so that minimum information about sexual health or relationships is given. The main focus of this approach is to impose the idea that abstinence is a very important way to stop all the relevant problems. This approach has been formed into programmes since the mid-1980s, and its influence was still prevalent many years later, as noted by Landry et al. (1999).

There is no clear theoretical framework adopted in this approach. It is primarily based on an ideology of sexuality. No clear illustrations are provided as to the delivery of this approach. Advocates of this believe that abstinence is the *right way* to be educating young people about sex, which is sometimes referred to as a ‘fear-based’ education (e.g. in the study by Halstead & Reiss, 2003; Blake & Francis, 2001). The approach could be said to be influenced by fear arousal processes or the perceived threat in the health belief model.

The abstinence-only sex education approach was part of the welfare reform legislation in the United States (Halstead & Reiss, 2003). It was defined by Section 510(b) of Title V of the Social Security Act, P.L. 104-193; stated as below:

For purposes of this section, the term ‘abstinence education’ means an educational or motivational program which—

(A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;

(B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;

(C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;

(D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;

(E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;

(F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;

(G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and

(H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.

These eight points clearly defined the approach of abstinence sex education which went on to have wide adoption in the United States. Landry et al. (1999) also noticed the significant change regarding recognition of abstinence sex education after the legislation in a study of understanding local policies of sex education in the United States.

With this approach proving popular in the United States, it is not surprising to see some other countries adopting similar practices. For example, Uganda also followed this approach in the national policy of sex education, which was noted by Braeken & Cardinal (2008). However, there are strong criticisms of this approach. Firstly, it is argued that there is lack of empirical data showing its effectiveness. Kirby (2007) strongly suggested that abstinence sex education did not produce sufficient evidence to justify its widespread dissemination. This point of view was further supported by its lack of uptake in other Western countries (Braeken & Cardinal, 2008). Laflin et al. (2005) investigated the longitudinal effects of programmes conducted in this manner with little evidence of its effectiveness being found. Secondly, the abstinence sex education approach raises concern on the rights of

young people's education. Blake (2008) argued the right of young people to know more about sex/sexuality in their current school education.

2.2.2 Morality approach / Sex education as moral education

Halstead & Reiss (2003) argued that sex education is more than the study of human sexuality in a biology or social science course. It should be educational, and they further argued that education was a value-laden activity. They identified three types of value, and argued that moral values were the most dominant among all. Hence, 'Moral Value' and 'Value' were used interchangeably within sexual matters. Thomson (1997) further identified the promotion of morality or value in sex education. This promotion was also clearly identified and defined in Kilander's (1970) definition of sex education.

Braeken & Cardinal (2008) argued that sex education is still tied to sexual morality and religion. They further claimed that sex education is sometimes used to pass on religious and moral values with regard to sexuality. Although Lamb (1997) regarded sex education and moral education as two separate enterprises, the trend to integrate them was clearly observed. As Halstead & Reiss (2003) argued that education is not a value-free activity, hence sex education should involve the delivery of some 'essential' values, which was again coherent with the previous argument from Braeken & Cardinal's (2008) study of establishing association between sex education and morality values.

In Fincham's (2007) survey regarding sex education in religious schools in England, it was also clear that the sex education covered moral aspects. The approach of treating sex education as moral education is not only an ideology, but it has been adopted in practice. Lamb (1997) identified the coherent aims of moral education and sex education, which was to help participants to reflect on themselves as sexual human beings. This broader approach was also strengthened by the statement from Sex Education Forum's (1992) claim that sex education should cover the exploration of attitudes and values (Thomson, 1997). Braeken & Cardinal (2008) claimed that the moral dimension within sex education can be seen not only as supporting young people in the ability to make personal choices, but also in developing their own values.

Moral value is a context sensitive issue, the argument on what is 'right' or 'wrong' for young people is often debatable. People from different social context could hold different beliefs on what is 'right'. For example, the moral values of pre-marital sex is a sensitive issue, especially in a religious context. Fincham (2007) also identified this limited/partial value being held among stakeholders in Catholic schools in England by looking into their delivery of PSHE.

It is important for moral values regarding sexuality to be delivered to pupils through sex education; however, this imposes some challenges. For example, morality and persisting cultural/religious values often prevent adequate examination of certain topics, especially with respect to sexual diversity, non-marital sexual relationships and other sensitive topics such as homosexuality (Breaken & Cardinal, 2008).

There is also another noticeable confusion within this approach, which is its close similarity with abstinence (-only) sex education, in that both aim to deliver certain values. It is apparent that abstinence (-only) sex education is to deliver certain moral values, but these values are restricted to the values of postponing sexual intercourse. On the other hand, the morality approach of sex education focuses on a broader variety of moral values. It is not to be restricted to values regarding postponing sexual intercourse, although it could be in certain contexts. For example in the work of Fincham (2007), he identified the limited values among Catholic schools in England (e.g. sex before marriage was often mentioned as a taboo in sex education). The feedback from pupils in this study showed their perceptions regarding sex education were negative due to the limited information provided. Overall, the morality approach offers a broader view of sex education in comparison with the abstinence (-only) sex education approach.

2.2.3 Health approach / Sex education as health education

Breaken & Cardinal (2008) defined this approach as “*education that focuses on concerns about unwanted pregnancy, STIs and HIV. It is given from a sexual and reproductive health perspective whereby the main focus of their reproductive capacities and health outcomes*”. This is a reactive approach to tackle health problems in society.

Many studies illustrated several concerns regarding public sexual health. For example Wellings et al. (2001) and Johnson et al. (2001) both conducted a wide survey on the sexual behaviour in Britain and the increase of risky sexual behaviour was reported in both studies. With the epidemic of HIV/AIDS and the failure to reduce teenage pregnancy rates, the health approach is widely acknowledged, including at government level; for example in statements from the Department of Health in the UK (Department of Health, 2001). Many researchers also singled out these threats as a call for implementation of sex education (Parker et al., 2009).

Sex education which adopts the health approach usually focuses on specific and topical sexual health issues; it could be viewed as a reactive process, for example, to tackle teenage pregnancy. DiCenso et al. (2002) systematically reviewed interventions to reduce unintended teenage pregnancy; 22 studies were selected in their study based on a randomised sampling with a controlled design. Although the conclusion was that the effectiveness of these interventions was unclear, the number of studies reviewed within proved the popularity of interventions which focused on specific health issues.

There are many possible teaching approaches within a health education perspective, the rationale for which might be found in wider theoretical underpinnings. In particular, as the focus of health issues is usually health behaviour itself, theories concerning health behaviour are often adopted. Adequate theoretical based strategies were developed, as in the work of Wight & Abraham (1998). They demonstrated the process of developing a research-based sex education programme. They concluded that any sex education programmes should be theoretically informed.

Kirby (2007) explored the effects on these programmes/curricula in the United States, and he concluded that many of them appeared successful. It is noticeable that awareness of sexual health problems has risen among the public. Programmes have also gained a lot of attention from media and politicians (Simey & Wellings, 2008; Meredith, 1989). Solving public health issues is a great priority in many societies, therefore, the attention upon this approach is understandable. Reiss (1995) further stressed that “*sex education should promote physical health*” is an important philosophical position in considering sex education.

However, this approach to sex education was often delivered in a narrow, value-free and objective manner, which drew some criticism. Breaken & Cardinal (2008) argued that programmes which focused on health outcomes might have less focus on addressing inequality and girls are often seen as the more vulnerable group (e.g. the role of girls in teenage pregnancy programmes was often seen as the primal susceptible group, the potential undesirable outcomes were often discussed with the examples of teenage mothers). It was further argued that this approach could make it difficult to address “*full, complicated, active sexual lives*” (Breaken & Cardinal, 2008 p.52).

2.2.4 Right-based approach

Blake (2008) argued for pupils’ right and entitlement to receive sex education. His claim for young people as being the best advocates of their needs was clearly shared by many others, for example the National Children’s Bureau (2004). In this publication, it was clear that young people wish to participate more in current education and they had clear understanding of their own needs. Reiss (1995) had earlier made a similar point by stating “*promoting personal autonomy*” is an important element of sex education.

Breaken & Cardinal (2008) defined this approach as focusing on rights within cultural and social power dynamics; this called for a sex education which was able to address social inequality and exclusion. It was a clear attempt to tackle the shortcomings of the health education approach above. They further illustrated the aims of this approach were to explore existing cultural and social power dynamics around health and sexuality by promoting the concept of ‘right’.

The right-based approach could be adopted in any structure of sex education, it allows any programmes to be developed as long as the needs and right of pupils are taken into account. This approach also regards education as a complex political, social, developmental and philosophical process that can either contribute to existing power relations or to change them (Breaken & Cardinal, 2008).

Inequality in education is often a concern for researchers, the right of exploring in education is often argued as the key to solve it (Measor & Sikes, 1992). Within

sex education fields, the right of pupils is often neglected by adults, which could result in the denial of children's autonomy and right to choose (Epstein & Johnson, 1998). The introduction of this approach to current programmes is to hand back the 'right' to its participants (Breaken & Cardinal, 2008). This is based on the belief that young people know their needs and they could also clearly identify and voice their needs (Brook, 2007). It was clear that the share of rights for young people is essential and critical.

Breaken & Cardinal (2008) suggested that the integration of the right-based approach would eventually allow young people to create credible and informed negotiation plans with adults and to demonstrate "*why and how their right to these choices are of importance to their happiness and development*". In this approach, young people are no longer viewed as innocent bodies, but rather as humans with rights. They should share the same degree of autonomy with others in society. This ideology is further supported by the stance of the international community (i.e. United Nations), as the Convention on the Rights of the Child (1989) clearly stated the right of all children.

2.2.5 Comprehensive sex education

Comprehensive sex education is a concept favoured by many researchers, and many believe that it is the most appropriate approach for sex education in current society (Kirby, 2006; Breaken & Cardinal, 2008). However, the use of terminology proves to be problematic, and confusion is noticeable. This approach of sex education was established to oppose that of abstinence (-only) sex education, therefore comprehensive sex education was referred to as 'abstinence-plus education' in Collins et al.'s (2002) study. It drew on abstinence education but with extra information. This was contradictory to the definition of comprehensive sex education made by Breaken & Cardinal (2008). Comprehensive sex education was defined as not merely an add on for other approaches, it should cover all approaches.

Constantine et al. (2007) argued that comprehensive sex education should be threefold which provides "*complete, accurate, positive and developmentally appropriate information on human sexuality, including the risk-reduction strategies of both abstinence and contraception; it promotes the development of relevant*

personal and interpersonal skills; and it includes parents or caretakers as partners to teachers.” The concept of comprehensive sex education was further illustrated in guidelines by the National Guidelines Task Force for the United States (SIECUS, 2004). There were six concepts within the guidelines:

- *Human Development.* Human development is characterized by the interrelationship between physical, emotional, social, and intellectual growth.
- *Relationship.* Relationship plays a central role throughout our lives.
- *Personal Skills.* Healthy sexuality requires the development and use of specific personal and interpersonal skills.
- *Sexual Behaviour.* Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways.
- *Sexual Health.* The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behaviour.
- *Society and Culture.* Social and cultural environments shape the way individuals learn about and express their sexuality.

(Cited from SIECUS, 2004 p.15)

These concepts further illustrate that comprehensive sex education is to cover all aspects of sexuality, this is believed to be the intention of this approach (Breaken & Cardinal, 2008).

While this term found popularity among studies/programmes in the United States, it was not widely adopted elsewhere. Collins et al. (2002) argued that comprehensive sex education was proposed in opposition to abstinence (-only) sex education. The popularity of abstinence (-only) sex education was described by Landry et al. (1999) as being an influential approach in the United States. Therefore the widespread use of the term ‘comprehensive sex education’ among American researchers is to differentiate it from its opposing (abstinence-only) approach.

Approaches of sex education in many countries can be seen as adopting a comprehensive sex education approach without the use of its terminology, because of the need to address its differences from other approaches (e.g. abstinence sex education in the United States) does not exist. For example, Breaken & Cardinal (2008) stated that this approach can foster critical thinking skills; this view was clearly shared by the aims of sex education defined by Halstead & Reiss (2003). The

terminology used by them was not ‘comprehensive sex education’, but the elements of this approach clearly existed in their definitions. This could be explained by the fact that the study was conducted in the UK where approaches such as abstinence sex education were rarely adopted.

The strength of comprehensive sex education was strongly supported by various empirical studies, as reviewed by Kirkby (2007; 2005). In these studies, Kirkby reviewed several programmes systematically and he concluded its effectiveness in comparison with other approaches. Kirkby’s constant reviews on programmes of different approaches of sex education were noticeably referred to by many researchers as conclusive views of the strength of comprehensive sex education. For example, Braeken & Cardinal (2008) and Collins et al. (2002) both agreed with Kirkby’s view on comprehensive sex education as being the most effective approach among all. This approach not only proved effective, but it was also well received by parents, teachers and pupils, which was clearly illustrated in a survey from SIECUS (2007).

2.3 Conclusions

Theories and concepts of sex education enhance the understanding of sexuality; they also provide possible ways to view and tackle sexual matters. Many of these theories attempt to include many perspectives. They all have their strengths and weaknesses due to their different focuses. Integration of theory will be beneficial as it will eliminate some known shortages among specific theories.

It was impossible to include all perspectives in regards to sex education, this was an inevitable limitation. However, the most common recognised theories and approaches were discussed and illustrated in order to further understand sex education and its practice. It was noticed that constant development of theories needs to be taken with extra consideration, if utilisation of them is needed.

Discussions in this chapter demonstrated various approaches of sex education; writers and researchers of sex education have their own views on them. However, it is apparent that the trend was geared towards more complex and holistic views of sex education.

Chapter III Sex Education in Taiwan

3.0 Introduction

This chapter discusses the education policies and practices of sex education in Taiwan. Firstly, discussions in relation to a brief history and background of sex education provides us with an initial understanding of sex education in Taiwan. The development of sex education and the change in policy will be discussed in this section. Secondly, further discussions in relation to practices of sex education which will be achieved by looking at empirical studies regarding sex education in Taiwan. Three issues will be discussed in this section, they are curriculum, teaching of sex education and learning of sex education. A broader picture of sex education in Taiwan can be achieved by combining previous discussions.

3.1 Sex education in Taiwan

The development of sex education had a short history due to the fact that it only started to be introduced after the Chinese Civil War in 1949. The legislations and government guidelines were highly regarded with a definite status in the educational system in Taiwan; the absence of education debates, especially during the early years, was a noticeable trait. This could be contributed to the Chinese cultural influence in Taiwan. Therefore, the development of sex education could be understood through the illustration of change of policy in Taiwan.

Lin (2005) and Yang (2004) identified that the development of sex education in Taiwan could be categorised into three stages: 1) Initiation stage 2) Developing stage 3) Integration stage.

Yang (2004) further argued that three themes for developing sex education in Taiwan were as follows:

- 1) *Policy for population control*: Since the policy of population control was introduced in 1969, sex education was promoted through a 'population control' perspective (Yang, 2004).

- 2) *Didacticism in medical field*: Sex education from a medical perspective was promoted by doctors in 1973 (Chang & Wang, 1997).
- 3) *Scientific methods for sex*: Since the establishment of several non-governmental organisations with the involvement of people from various fields/backgrounds, multi-disciplinary sex education was introduced for the first time. It was advocated by Yen from late 1970s (Yang, 2004).

Lu (2005) agreed with the analysis in Yang's (2004) study; she further argued that the three stages identified by Lin (2005) and three themes by Yang (2004) could be seen as the same. I will illustrate the development of sex education in Taiwan by following the stages outlined by Lin (2005).

3.1.1 Initiation stage of sex education in Taiwan (1969-1988)

The Guide for Policy on Population in the Republic of China (Taiwan) was announced in 1969 (The Executive Yuan, 1969) in Taiwan. It was the start of the implementation of 'population education'. One of the aims of this legislation was to promote birth control through relevant education practice. The practice of 'population education' was further extended into school curricula in 1983; several curricula from both primary and secondary phases were selected to include relevant contents (e.g. family planning). Lu (2005) argued that sex education at this stage was to promote government policy, there was no comprehensive consideration taken in its planning or practice.

3.1.2 Developing stage of sex education in Taiwan (1989-1996)

Several non-governmental organisations were established during the late 1980s. For example, the founding of The Garden of Hope (a long established charity organisation for health promotion in Taiwan) in 1988 was to promote protection for women. This showed the growing awareness of sexual health issues in society. Conferences on sex education started to be held around this time (Tsai, 1989). They aimed to raise the awareness of sexual health of the general public, and promoting sex education in schools was also mentioned.

It was in 1980 that the Department of Health in Taiwan held the first official conference concerning sexual matters. It was aimed at teachers to gain awareness of the problem regarding young people's sexual health. However, it also clearly declared that the emphasis within sex education should shift to 'understanding the harmonious relationship between genders' (Chiu, 1990). The Department of Health first co-operated with The Ministry of Education in 1991 to promote further development of sex education in schools. Additional training for teachers was provided, this aimed to enhance some knowledge of sexual health at school level (Chen, 1991).

Social movements seeking gender equality were also found at this stage. Research institutions for gender studies were widely established in many fields, these gender (equality) studies and reviews drew public attention. Issues relating to this were often discussed in the society (Lu, 2005).

Yu (2004) argued that sex education was perceived as a more '*scientific*' and '*professional*' learning subject in the general public's view. Lin (2005) noticed the development of sex education as a taught subject within higher education, and the development of research establishments for sexual issues were also popular during this period of time. Lu (2005) argued that this stage can be seen as a development stage due to the lack of comprehensive planning for sex education as a holistic curriculum; sex education was typically mentioned among curriculum such as Health Education or Counselling Activities.

3.1.3 Integration stage of sex education in Taiwan (1997-present)

The Nine-Year Joint Curriculum was introduced by the Ministry of Education in 1998 as a clear education reform policy in Taiwan (Ministry of Education, 1998). Apart from the change of curriculum, it was significant that 'gender (equality) education' was listed as a key issue to be taught across curricula. It was clearly stated that this aimed to tackle current social problems regarding gender inequality.

Chang (1999) suggested that definitions of sex education, sexuality education and gender education became clearer in academic discourse at this stage. You (1999) further identified the conflicts/debates regarding two paradigms of sex education in

Taiwan. It was clear that the new proposed ‘sexual liberation’ and the old ‘health education’ were the two main ideologies which were widely discussed/adopted. Lu (2005) was in agreement with the definition of the ‘*integration stage*’ suggested by Lin (2005), she argued that ‘*integration*’ is adequately used to describe this period for two reasons: “1) *the awareness of different paradigms in sex education* 2) *the inclusion of issues regarding sexuality/gender in sex education.* “

3.2 The transition of curriculum for sex education in Taiwan

In order to further illustrate sex education, it is relevant to discuss education in general in Taiwan. One of the main traits of education in Taiwan is that the government legislation is followed in all schools, there is a very top-down approach.

3.2.1 National Curriculum Standard in Taiwan (pre Nine-Year Joint Education Reform)

The government in Taiwan published its first National Curriculum Standard in 1952, and it was reviewed about every ten years or fewer (Lu, 2005). For example, it was reviewed in 1962, 1968, 1972, 1983 and 1994. Lu (2005) compared the National Curriculum Standard and its contents within each revision. She argued that content of sex education (e.g. topics of sex education) increased significantly in the National Curriculum Standard between that of 1972 and 1994.

Contents of sex education could be found among Health Education, Citizenship, Home Economy and Biology in these different revisions of the National Curriculum in Taiwan.

3.2.2 Nine-Year Joint Education Reform

The Nine-Year Joint Education Reform was the most noticeable change within the Taiwanese education system, for which legislation was passed in 1998 (Ministry of Education, 1998). It influenced the whole education practice in Taiwan, and this included sex education in schools (Yen, 2004). The Guidelines for The Nine-Year Joint Education Reform were further introduced in 2000, it further defined all the contents of curriculum design.

Lu (2005) argued that the change from 'Standard' to 'Guidelines' showed a degree of liberation from governmental control over the contents of the curriculum. Yen (2004) also identified the 'Teacher Act' in 1995, which allowed more universities to provide teacher training courses and changed the qualification requirement for teaching, and the commercialisation of textbooks in 1996 as the same shift. Lu (2005) believed that these changes allowed more autonomy for schools and provided more freedom for publishers in their design of textbooks.

The Ministry of Education clarified the aims for this reforms were to:

- 1) Establish the uniformity of curriculum in primary and secondary phase.*
- 2) Focus on the learning areas (integrated teaching) rather than subjects.*
- 3) Adopt indicators for essential capability as the core framework*
- 4) Plan for learning English in primary phase,*
- 5) Reduce the time in school education and construct localised curriculum*

(Ministry of Education, 2000, p.1)

Education in Taiwan was traditionally subject-based even after various revisions of the National Curriculum Standard, therefore the new concepts from the Nine-Year Joint Education Reform were perceived as a significant change (Lin & Lee, 2008). In order to replace subjects, 'learning areas' were introduced. There were seven learning areas in the Nine-Year Joint Education Reform, they are: Language, Health and Physical Education, Social Studies, Arts, Mathematics, Science and Technology and Integrative Activities (Ministry of Education, 2000). It was clear that the Ministry of Education hoped this would allow more cooperative teaching across traditional subjects (Lu, 2005).

Wu (1998) identified the main subjects for which sex education took place before this reform as Health Education and Counselling Activities (a statutory curriculum pre education reform, it involved counselling activities to deal with general issues from students. It was similar to the PSE in the UK), and Lin and Lee (2008) suggested that the Health and Physical Education learning area had become the main channel after the reform. However, the merge of Counselling Activities into Integrative Activities also brought some elements of sex education in to the new

learning area Integrative Activities (Yip, 2000). Lu (2005) suggested that sex education can be found among four learning areas: Health and Physical Education, Social Studies, Science and Technology and Integrative Activities, however she further argued that sex education is mainly taught in Health and Physical Education.

One of the purposes of this reform was to reduce the segregation between subjects, but it was argued that some of the important topics within the old curriculum might be lost in the new one (Yip, 2000). Therefore, The Ministry of Education also introduced four important 'themes'- IT (computer science), Environmental issues, Gender Education and Human Rights. (Ministry of Education, 1998). It was stated by the Ministry that these themes should be integrated into all seven learning areas. It further defined the core indicators for Gender Education as to understand gender/sexuality issues at 1) personal level 2) interpersonal level 3) social level. There were also six objectives defined for learning this theme:

- (1) Understanding the diversity in gender development.*
- (2) Understanding personal development and career planning, the possibility to overcome the limits and expectation in the society.*
- (3) Developing positive self-concept and pursuing personal interests and strengths.*
- (4) Eliminating gender discriminations and preconceptions; respecting social diversity.*
- (5) Actively seeking social support resources and establishing a gender-balanced (equality) society.*
- (6) Developing an interactive model with harmony, respect and equality between genders.*

(cited from Lu, 2005 p.21)

Lu (2005) suggested that this further reflected the transition of focus in sex education; the focus changed from physical and psychological levels to a wider social level. This was a view shared by Lin & Lee (2008).

The integration of gender (equality) education into all learning areas was questioned by Yip (2000) and Yang (2004). Gender education was arguably a theme which should be taught across areas if the policy was faithfully followed. However, it was clear from research into sex education or gender education, that it was still mainly focused on the learning area of Health and Physical Education. This was clearly reflected in the study carried out by Lu (2005) who identified that Health and

Physical Education was the main channel for sex education. Lin & Lee (2008) also established a strong association between Health and Physical Education and sex education. Gau et al. (2004) investigated gender education in schools, and the link with Health and Physical Education was also clearly established.

3.3 Practice of sex education in Taiwan

While the curriculum was established the demands of implementation were still daunting, especially the issues regarding the integration of gender education. Hence, the understanding of sex education in Taiwan was not complete without looking into the practice among schools. I will discuss the practice of sex education in Taiwan at three levels: curriculum in schools, teaching of sex education and learning of sex education.

3.3.1 Curriculum of sex education in Taiwanese schools

Standardisation of curriculum

In the earlier stages of the National Curriculum Standard, subjects listed in the policy all had statutory status. The integration of subjects in the Nine-Year Joint Education Reform meant all learning areas had the same status. Education in primary and secondary schools (until the age of 15; junior high school) has been mandatory since 1968. Therefore, the teaching/learning of these statutory subjects/learning areas were regulated by the government (Lin & Lee, 2008).

Education policy and Guidelines were acknowledged by teachers in schools (Huang, 2003; Yu, 2000). There were some studies regarding pedagogy and practicality of implementation (e.g. Huang, 2001; Chen, 2000). There was practical information in government publications, in addition there were online forums for schools/teachers to understand the policy.

The use of textbooks

All statutory curricula in Taiwan came with a set of textbooks; these textbooks were organised and published by government agencies (prior to the education

reform). They were designed to be used in all schools whether they were private or public in the era of the National Curriculum Standard. Cheng (1999) drew attention to the “*opening the textbook market*” in Taiwan, and he further argued that this suggested the ‘decentralisation’ of policy.

Lin & Lee (2008) compared sex education materials in all five versions of textbooks for the learning area Health and Physical Education, the result suggested that 1) there were no apparent differences in terms of contents/topics among these textbooks. 2) All textbooks followed the policy/guidelines, they were coherent with the (capability) indicators stated in the guidelines. Tu (2004) further evaluated the outcome of using different textbooks, his results suggested that there was no difference among students who learnt from a different set of textbooks. Combining these studies, it was clear that policies were reflected in textbooks, and it was further reinforced by their similarities in contents. This caused the uniformity of the learning in schools.

Uniformity of content of sex education

Wu (1990) investigated sex education textbooks and materials from primary to higher education. She suggested their contents were mainly focused on sexual health issues. Hsieh & Wang (1994) also suggested that social issues were less mentioned in textbooks used in secondary schools. However, these studies were all done before the education reform in 2000. It was noticeable that when Lu (2004) and Tu (2004) analysed the post-education reform textbooks, they both suggested the increasing variety of topics in relation to sex education; however, the contents with regard to relationships were the most noticeable of all. Therefore, the practical increase of contents and topics in sex education might be influenced by the change of policy, this explanation was also based on the use of textbooks in all schools and the comparison made by Lin & Lee (2008).

Tu (2004) investigated sex education in different areas of Taiwan. The results suggested that the contents of sex education was similar in different localities. This provided further evidence of the uniformity of contents regarding sex education in Taiwan. This could be interpreted in two possible ways. Firstly, the use of textbooks mentioned previously. Secondly, the statutory status of sex education along with the

legislative guidance for sex education provided a definite example to follow. For example, in the study of Lin & Lee (2008), topics in sex education can be easily identified and associated with the policy and its guidelines (e.g. the indicators in the guidelines clearly specified topics which should be taught), therefore it was easier for schools to follow.

3.3.2 Teaching of sex education in Taiwan

Teacher development in Taiwan

In order to understand the teaching of sex education in Taiwan, it is essential to understand teachers' professional development. Teacher training programmes were provided at university level; it involved four years of institutional training and six months of field practice (student teacher experience) in schools. These processes/programmes were regulated by the government in compliance with the 1994 Teacher Education Act. In the four years of institutional training, general education theories and practical subject-specific skills were provided. A pre-qualification would be given upon the completion of the four year course, then six months of field practice would be required in order to obtain full qualification. Qualifications for teachers were subject-specifically awarded. It was a requirement by law to have the corresponding qualifications in specific subjects to teach them (for example, for a teacher to teach Health Education, they must have a teaching qualification for Health Education). In the process of recruiting teachers, schools would also specify the subject of qualification. Therefore, it was a noticeable trait among Taiwanese teachers that they only teach the subjects in which they were qualified.

Fwu & Wang (2002) compared the social status of teachers in Taiwan with other countries. They found that teachers in Taiwan had higher prestige compared with many international counterparts. They argued Taiwan has been able to recruit academically qualified students into teacher training programmes, and teachers were also highly regarded by the general public. It was noticeable that teachers had considerably higher satisfaction with their jobs than in other countries. Yen (2004) also suggested the teacher training programmes in Taiwan provided a clear route for the understanding of policy and the practical issues encountered in specific subjects.

These findings also echo Yeh (2001) who identified teachers had a good understanding of current and past policies. Combining these studies, we can identify that teacher development in Taiwan helped teachers to obtain essential skills and prepare for their career. It provided them not only with theoretical knowledge but also practical capabilities.

Ongoing training for teachers in Taiwan

Yeh (2001) stressed the need for ongoing training for school teachers in order to have better understanding of the change of policy. Chuang (2007) also identified the 'out-of-date' and 'conservative' attitude regarding gender issues among school teachers. Yu (2000) suggested that ongoing training was a useful way to solve these issues. She noticed that while there was provision of this training, there were inadequate arrangements (e.g. training was held during school time) which could reduce participation. Chen & Lin (2006) also found that teachers would prefer to participate in training for sex education during school holidays.

Lin (1997) suggested that extra training for teachers was essential for effective sex education in schools. Wu (1996) investigated the ongoing training for teachers in Taiwan. He concluded that ongoing training in Taiwan can enhance participants' 1) development of educational ideology and theories 2) professionalism and knowledge.

Classroom teaching and teaching method

Chen & Lin (2006) identified from teachers' responses that the main method for delivering sex education was lecturing, but they also found multimedia and demonstration were sometimes adopted in addition to giving lectures. Yen et al. (1992) found similar results, however it was also suggested that the additional methods were welcomed by pupils. It was noticeable that the pedagogy of sex education was rarely mentioned within studies in Taiwan. Interventions and debates regarding sex education were mostly focused at the 'information' level rather than on teaching method. Therefore, it was significant that students felt that teaching methods were of more importance than the contents of sex education in Wu's (2005) study. It was apparent that pedagogy of sex education was unclear in Taiwan.

A new trend of utilising multimedia teaching materials was found in several studies (Yen et al., 2000; Chiu, 2004), which concluded that multimedia materials could enhance the effectiveness of sex education. However, most of these studies were conducted in quasi-experimental contexts and their wider application was unclear. Studies seldom mentioned any future plans for integration into the school curriculum

3.3.3 Learning of sex education in Taiwan

Effectiveness of sex education in Taiwan

A great deal of research had been carried out to establish the overall impact of sex education. For example, Chiang (2002) investigated pupils' understanding of knowledge in sex education and concluded that it was not of a satisfactory standard. However Yen et al. (1992) found that pupils who had received sex education had better knowledge of sexuality than those who had not. Yen et al. (2003) felt that teaching activities in schools had limited impacts on students' knowledge and attitude. It was also suggested that prolonging the time for sex education and the inclusion of extra activities would help. The outcome from sex education was still a debatable issue, but its inclusion was universally agreed on.

The paradigm adopted among studies regarding sex education in Taiwan was another noticeable trait. Most researchers defined the outcome of learning in sex education as attitude or behavioural change (e.g. Gao et al., 2004). This suggested that the attitude and intentions theories were popular in Taiwan. This also reflected the health education approach to sex education in Taiwan.

Needs for sex education

The implementation of sex education was a very 'expert-led' process in Taiwan, where a group of scholars were widely regarded as experts in sex education. Sex education 'experts' were involved in the developing process of policy, guidelines and textbooks. It was noticeable that sex education in Taiwan set out to be an evidence based programme. Yen et al. (2002a; 2002b) investigated the possible contents within sex education and the conclusions were to provide advice for the government.

Although these recommendations were all reported conclusively, it was noticeable that the process of forming them could be biased. A significant process for reaching conclusions of their studies was to establish consensus among ‘experts’, this was an intriguing process as the original data should support the recommendations. The need for involving ‘experts’ in forming recommendations seemed unnecessary as the conclusions could be influenced by the preconceptions from ‘experts’. However, it was deemed as a important process in these studies, and it was also noted that apart from the conclusions drew from ‘experts’, empirical results (e.g. the views from pupils) were not clearly illustrated. This evidence further supported the trait of ‘expert-led’ sex education in Taiwan.

Chu et al. (2006) concluded that sex education in schools focused on the biological facts such as contraception or disease, but these topics were not favoured by pupils. It was further suggested that pupils prefer topics about relationships and dating. This agreed with earlier studies e.g. Lin (1978), Ou (1982) and Wu & Chen (1986). It was interesting to note that these topics were listed in the guidelines for sex education and were covered in the textbooks (Lin & Lee, 2008). This may suggest practice and effectiveness varied in schools.

Evaluation of learning in sex education

Hsu (2002) put forward several practical methods for assessing learning in Health and Physical Education, however, his suggestions were focused on testing. This reflected the tradition of adopting examinations (usually paper-based) for evaluation. Chiang (2002) evaluated the outcomes of sex education by assessing pupils’ knowledge and attitude of sexual health, which was conducted through a paper-based examination of knowledge. Chu et al. (2006) and Yen et al. (2003) also adopted a similar stance. This reflected the indicators for learning were focused on the knowledge gained and that which was easily testable.

Gender difference in sex education

There were some gender difference noticed among studies in relation to the learning of sex education. Tu (2004) identified that female pupils felt a greater need for topics about relationships, Chu et al. (2006) also identified that females had better

knowledge of sexual health. Combining these results, it was clear that gender difference influences attitudes and pre existing knowledge within sex education. However the importance of addressing gender difference in sex education remained neglected.

Sources and resources for sex education

Chu et al. (2006) and Yen et al. (2003) both concluded that pupils' sexual knowledge was primarily learnt from lessons in school. They also both suggested that effective sex education in the classroom would be important to enhance their knowledge. It was noticed by Yen et al. (2003) that pupils who were exposed to a wider variety of sources and resources of sex education would have an enhanced knowledge and a greater understanding of sexual matters. Results from both researchers suggested that pupils in Taiwan gain sexual knowledge from various sources and resources. However, discussing sexual matters with their parents was comparatively less likely to happen, Chu et al. (2006) explained this in terms of traditional culture in Taiwan which was reported by them as a more conservative attitude towards sexual issues. To sum up, sex education among Taiwanese pupils was primarily school-based, but alternative channels for learning were also available and important.

3.4 Conclusion

Sex education was established in policy and in practice. Firstly, the 'expert-led' (sex education was advocated by a group of scholars who were regarded as experts in Taiwan) approach influenced its focus – the early medical education background influences the curriculum today. The ideology established by these 'experts' was carried through into policy and its practice. The paradigms adopted in research of sex education were shared by most of the researchers in this field in Taiwan.

Policy was achieved firstly by guidelines which were clearly legislated for. This was further strengthened by the wide use of textbooks which faithfully followed the guidelines. Therefore, the strong association between policy, guidelines and textbooks was clearly observed. In addition, teacher development programmes were subject specific and taught by experts. This further strengthened their abilities to

interpret the ‘expert-led’ sex education materials. It was a strength in some ways (e.g. less confusion in practice), however, it could also be problematic in others (e.g. the lack of alternative perspectives in sex education).

Sex education has a statutory status in Taiwan and this status was long-established. Therefore, it was understandable that sex education would have been taught across all schools in Taiwan. Combining this with the uniformity mentioned above, the assumption must be that sex education in Taiwan would follow a ‘standardised’ pattern. This can be a risky approach because if the design was flawed in any way it would disadvantage all pupils in the education system.

A great deal of effort has been put into the design of sex education in Taiwan. However, little evidence had been found in terms of its effectiveness. Other than the assessment of needs from both students and teachers, there was very little understanding of what happens in the classroom. The top-down approach was not only carried out during the policy making process but also influenced the focus for researchers in the field.

It was also interesting to notice that there were a lot of interventions regarding sex education that have been carried out in Taiwan. A lot showed promise of enhancing current learning/teaching of sex education (e.g. the inclusion of multimedia presentations). However, there was no evidence showing widespread adoption into the current curriculum. These interventions all appeared to remain at the level of theoretical discussion.

Chapter IV Sex & Relationships Education in England

4.0 Introduction

This chapter discusses the education policies and practices of Sex and Relationships Education in England. Firstly, discussions in relation to a brief history and background of Sex and Relationships Education provide initial understanding of sex education in England. The development of Sex and Relationships Education and change in policies or legislations will be discussed in this section. Secondly, further discussions in relation to practices of Sex and Relationships Education will be achieved by looking at empirical studies regarding sex education in England. Three issues will be discussed in this section, they are curriculum, teaching of sex education and learning of sex education. A broader picture of sex education in England can be achieved by combining these discussions.

4.1 Sex & Relationships Education in England

Sex & Relationships Education has been one of the most contentious subjects in the curriculum (Halstead & Reiss, 2003). Debates regarding this issue have also been addressed by many researchers (e.g. Meredith, 1989; Less, 1994; Simey & Wellings, 2008; Pilcher, 2005). In order to understand this I will outline the evolution of sex education in England.

4.1.1 Evolution of sex education in England

The origins of sex education in England can be traced back to the late nineteenth and early twentieth century, when it was located in 'medico-moral' discourses (Pilcher, 2005). In these early years of development, sex education existed to emphasise hygiene. However, as children were seen as innocent, aspects of hygiene education rarely happened in practice (Hall, 1995). Sex education was not mentioned as a topic until 1943 when it got its first official recognition through the Board of Education's guidance for the secondary curriculum (Thomson, 1994; Pilchers, 2005).

Social, political and technological changes during the 1960s led to a revolution in society; significant impacts included the invention of the contraceptive pill, changes in the social attitudes of adolescents and the Abortion and Sexual Offences Act in 1967 (Thomson, 1994). Sex education had become a more complex concept, but the controversy it created also increased significantly during this era (Meredith, 1989). Although school programmes were influenced by the development of pedagogies and holistic approaches to education, the aims of sex education were still to be framed by preventative imperatives of public health (Thomson, 1994).

During the 1970s, there was no formal curriculum framework within which sex education was taught (Thomson, 1994). It was argued that central government had subcontracted the responsibility for curriculum development to education authorities and independent bodies (Meredith, 1989; Pilcher, 2005). The responsibility for providing curriculum guidance to schools in relation to sex education rested on the shoulders of local education authorities. The provision of, and approach to sex education, was inconsistent across the country (Thomson, 1994).

Sex education maintained this status until the mid-1980s. However, it was reported that it had been firmly integrated into the curriculum as a whole rather than treated as a special subject. There were reports that suggested that sex education took place in most schools (Reid, 1982).

4.1.2 Education Act 1986

Sex education was left to the discretion of local education authorities prior to 1986. The Education Act in 1986 shifted control to school governors and head teachers; it also enhanced accountability to parents. It was recommended that sex education should be provided (Monk, 2001).

However, the 1986 Education Act also allowed a school to provide no sex education whatsoever. Where sex education was provided, the Act permitted parents to withdraw their children from it (Pilcher, 2005). One of the significant points of this legislation was the requirement that sex education must be taught within a moral framework (Thomson, 1994). ‘Moral consideration’ and ‘value of family life’ were prescribed elements of the contents of sex education.

The Department of Education and Science issued guidelines to school governors and local education authorities; these guidelines were viewed as evidence of pushing a prescriptive and moralistic framework within which sex education should be taught (Pilcher, 2005; Thomson, 1994). It was significant that within a year of the 1986 Act passing into law, the number of teachers seeking advice from the Health Education Authority about sex education was reported to have dropped by a half (Pilcher, 2005). Although the guidance did not have statutory status, it was backed up with explicit interpretation which had a significant impact on the way school sex education was perceived by sex education professionals (Thomson, 1994).

Although the 1986 Education Act clearly defined the provision of sex education in school, it also proved to be problematic in many ways. The illustrated ‘norm’ which was further explained in the guidelines made teaching sexuality (especially homosexuality) a difficult matter (Measor & Sikes, 1992). Its clear definition of ‘right’ or ‘wrong’ moral values made it easy to be criticised from those who had other values, or could see the merit in an exploration of values (Breaken & Cardinal, 2008).

4.1.3 Section 28 of the Local Government Act

The moral emphasis of the 1986 Education Act was further extended in the following amendment of Local Government Bill which became Section 28 of the Local Government Act. It prevented local authorities from promoting: “*the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship*” (Monk, 2001). Thomson (1994) argued that this legislation had the desired effect of placating the moral right and reinforcing the dominance of a traditional model of sexual relations in sex education. However, she also reported that a clarification was issued by the Department of Environment which stated this legislation only applied to the activities of local authorities, not to schools.

Although the clarification clearly stated that Section 28 should not be targeted at the teaching practice in schools, the strong moral direction was apparent. The combination of this legislation and the 1986 Education Act were interpreted as to ‘frighten off’ teachers from addressing issues in sex education (Pilcher, 2005).

4.2 National Curriculum in England

Through the discussion in the previous section, we can clearly see the emergence of sex education in schools. Through the 1986 Education Act, considerations and frameworks for sex education had been established. It was apparent that the sex education was expected to take place within a moral framework whilst alternative domains of human sexuality were simply absent or not integrated.

4.2.1 The introduction of National Curriculum

The introduction by the Education Reform Act in 1988 of the compulsory National Curriculum included the biological aspects of sex education within the Curriculum for Science. Monk (2001) and Thomson (1994) both argued that the threat of HIV/AIDS in the late 1980s and the wide public attention helped this inclusion, especially concerning disease prevention.

Thomson (1994) further argued that schools were given a contradictory framework which embodied the growing tensions between the interest of public health and the moral right. Although school governors supposedly had control over whether and what kind of sex education was taught in schools, their powers in this area were compromised.

It was clear that the introduction of the National Curriculum provided legal grounding for some aspects of sex education, but the moral issues of sex education were still unresolved. Controlling powers over sex education showed tension between the government and school governors (Thomson, 1994). The National Curriculum Council provided guidelines for Health Education, and included sex education as a cross-curricular theme in 1990. Stears et al. (1995) pointed out the regulation of practice was patchy.

The various levels of conflict regarding sex education at this stage were characterised by Thomson (1994) as *“performing a political juggling act in attempting to balance the conflicting imperatives of public health pragmatism, parent power and moral authoritarianism.”*

4.2.2 Education Act 1993

The conflicts and confusion among many parties which included the local education authorities and school governors resulted in reforms in the Education Act in 1993 (Monk, 2001). The Education Act 1993 made sex education outside of the National Curriculum compulsory in secondary schools. Green (1998) argued the effects of this were:

- *To remove all the non-biological aspects of sex education from the National Curriculum so that they are no longer part of the educational entitlement of pupils.*
- *To require all secondary schools to provide sex education, although the actual school policy is still to be determined by governors.*
- *To give parents the right to withdraw their children from sex education.*

(adopted from Green, 1998)

The responsibility for sex education was clearly defined as resting with the schools' governors, which was a shift of power from the government to schools (Thomson, 1994). However, there was a difference between primary and secondary schools. Governors of primary schools could decide whether to include sex education or not, whilst governors of secondary schools had to provide sex education, but with autonomy over its contents (Green, 1998).

The parental right to withdraw children from sex education was clearly defined in this legislation. Thomson (1994) argued this opened sex education to further politicisation in the form of local activism to encourage parental withdrawal.

As a result of a series of further clarifications, it was clear that sex education had become a distinct subject. Under this framework, schools had clearer definition of sex education. Its compulsory status among secondary schools was established, although the inconsistency among choice of contents was still left unresolved.

4.2.3 The revision of National Curriculum & Learning and Skills Act 2000

With the change of government in the late 1990s, there was a new policy regarding sex education which focused on social exclusion and inequalities (Blake,

2008). Pilcher (2005) noticed that the provision of sex education in English schools remained governed by the legislation introduced and implemented by the previous government. However, some new policies were introduced, for example, the teenage pregnancy strategy in 1999 brought renewed energy and resources to this important area (Blake, 2008).

A revised National Curriculum was introduced in 2000, the shift in language from ‘Sex Education’ to ‘Sex and Relationships Education’ was particularly significant. The Department for Education and Employment stated that this change was partially due to criticism made by young people of “*the lack of any meaningful discussion about feelings, relationships and values*” (Halstead & Reiss, 2003).

Provisions relating to sex education were introduced into the Learning and Skills Bill during its third reading in 2000. Monk (2001) summarised that Section 148 of the Learning and Skills Act 2000 amended the previous policies in the following ways: The Secretary of State was required to issue guidance to schools which must secure that pupils (a) learn the nature of marriage and its importance for family life and the bringing up of children, and (b) are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

This highlighted the similarity of the moral stance between the ‘new’ and the ‘old’ policy, and it also emphasised that the control of sex education still rested with the governors of schools.

4.2.4 Guidelines for Sex and Relationships Education

In 2000, the Department for Education and Employment published guidance on the delivery of Sex and Relationships Education (SRE) through the Personal, Social and Health Education (PSHE) framework. The guidance aimed to help schools to plan SRE policy and practice. It included teaching strategies, which covered topics such as working with parents and confidentiality. The guidelines gave detailed advice as to what schools should teach about sex. Pilcher (2005) argued that this guideline had a greater similarity to the post-1950 handbooks of health education as opposed to the government circulars issued in 1987 and in 1994. Nonetheless, both

Monk (2001) and Pilcher (2005) agreed that it was an improvement on that which directly preceded it.

The Family Planning Association (FPA) is a leading sexual health charity in the United Kingdom. It was long established to enable people in the UK to make informed choices about sex and to promote sexual health. Therefore it was concerned with many aspects of sexual health including sex education policies. In its latest fact sheet about sex education and governmental guidelines, it summarised the guideline's aims and its purpose as (FPA, 2009):

- *There should be an emphasis on developing knowledge, skills, attitudes and appropriate teaching methods.*
- *Primary schools should ensure that both boys and girls know about puberty before it begins.*
- *Teachers should develop activities that will involve boys and young men as well as girls and young women.*
- *Policies should be developed in consultation with parents, young people, teachers and governors.*
- *All schools have a duty to ensure that the needs of children with special needs and learning disabilities are properly met.*
- *Puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS and STIs should be covered.*
- *The needs of all pupils should be met, regardless of sexual orientation or ethnicity.*
- *SRE should be planned and delivered as part of PSHE and citizenship.*

(cited from FPA, 2009 p.2)

This summary from FPA provided a clear view on outlines of governmental guidelines in England. This further demonstrated its agreement with the guidelines. While the FPA was a non-governmental organisation, this could also be seen as support from sectors within the society such as charitable organisations in this example.

Monk (2001) argued that there were two conflicts underlying the provision of sex education. Firstly, he suggested there were tensions relating to control and content of sex education. He further argued that the guidelines did not resolve any of the problems, but, instead attempted to reconcile them.

The 'reconciliation' of the control issues was to clearly state that sex education should be taught within the curriculum of PSHE and Citizenship; a clear framework for sex education was provided in this way. Direct control was avoided by

introducing two governmental interventions, firstly Ofsted to evaluate sex education and secondly, National Healthy School Standards. However, responsibility for implementation still lay in the hands of school governors. Therefore, tensions were eased but not fully resolved (Monk, 2001).

The guidelines clearly outlined the contents of sex education should include practical information about HIV/AIDS and contraception. Monk (2001) believed that this showed that advice about sexual activity was both appropriate and necessary for young people. However, Blake (2008) identified that the guidelines failed to address the rights of young people, this was also identified by Monk (2001). The focus of the guidelines was to 'protect' young people by providing them with sufficient information rather than the awareness of being 'sexual beings' or acknowledging their rights to know.

The aim of these guidelines was to help schools to develop their own policies but with mechanisms to ensure 'standards'. However, they also revealed the 'moral panic' about some current issues e.g. HIV/AIDS and teenage pregnancy (Monk, 2001). The debates regarding the guidelines were inevitably heated (Simey & Wellings, 2008), because sex matters were always highly politicised (Monk, 2001; Meredith, 1989). Although debates continued, providing guidelines was welcomed by many academic observers (e.g. Pilcher, 2005; Monk, 2001).

4.3 Practices in Sex and Relationships Education in England

With the understanding of the national construction of sex education, we can clearly identify that the effectiveness of sex education depended on schools and I will discuss the practice of Sex and Relationships Education in England at three levels: curriculum in schools, teaching of SRE and learning of SRE.

4.3.1 Sex and Relationships Education curriculum

Confusion of Sex and Relationships Education in schools

With the 2000 guidelines, Sex and Relationships Education was to be conducted in the framework of Personal, Social and Health Education and Citizenship.

However, there were some issues regarding this, as suggested by Blake (2008). Firstly, PSHE was not a statutory subject in the National Curriculum, but Sex and Relationships Education was. Secondly, the school curriculum was already over crowded and allotting time for it was problematic. Different approaches to this were reported, as Prendergast (1994) noticed that different ways of conducting SRE in various schools when looking at the delivery of it in PSHE.

PSHE was in any case charged with addressing an ever-growing number of public health issues and ‘social problems’ (Blake, 2008) which affected the priority of Sex and Relationships Education (Epstein & Johnson, 1998; Corteen, 2006).

School policy of Sex and Relationships Education

Under the 2000 guidelines, it is a requirement for every school to have a sex education policy. Corteen (2006) argued that there was no uniformity in the information included and the inconsistency concerning who was involved in policy development, the documentation used and how sex education was to be delivered in each school. She further illustrated the lack of clarity in schools by looking at responses from teachers in interviews. The situation was similar to the one illustrated by Green (1994). This reflected Pilcher’s (2005) argument that the practice of SRE remained more or less unchanged regardless of government intervention.

With the introduction of guidelines for Sex and Relationships Education, it was apparent that policies from schools needed to be evaluated and commented on by Ofsted. Inspection showed again that practice was uneven between schools. Ofsted stated that “*it is currently looking at what advice and training inspectors require to inspect PSHE and Citizenship*” in 2000 (DfEE, 2000), but the implications were not clearly perceived at school level. Extra efforts would be needed to develop the curriculum.

Content of Sex and Relationships Education

Woodcock et al. (1992) argued that contents of sex education varied considerably between schools and the unevenness was little different from that two decades earlier. Even with new guidelines in place, it was noticeable that discretion

over choice of contents of Sex and Relationships Education remained the same, albeit some content was firmly stated (e.g. HIV/AIDS).

Monk (2001) argued that the discretion and unclear definition from the guidelines proved to be problematic for choosing issues among schools. Buston et al. (2001) also reported different approaches and choice of content regarding Sex and Relationships Education in Scotland. Woodcock et al. (1992) argued that Sex and Relationships Education could be seen as the product of work carried out in individual classrooms. They further argued that if one wanted to investigate what the curriculum was in any one school, he/she would have to observe all the teachers and their classroom teaching. This suggested that the choice of content and practice might also be inconsistent between classrooms. Hirst (2008) suggested that the same term can be interpreted in very different ways, and this would affect people's understanding of its core ideology. For example, in her study of effective provision of SRE in England, she concluded that no evidence was found for the definition of sexual competence. She further argued that this brought a different understanding of the core concept of sex education among schools. As Buston et al. (2001) accepted the positive effect of introducing guidelines, but the lack of standardisation on provision of sex education was causing difficulty.

Allotted Time for Sex and Relationships Education

Buston et al. (2002) argued that schools differed as to how they prioritised PSHE (SRE) within the general timetable. It was also noticed by Corteen (2006) in a study of secondary schools' fulfilment on Sex and Relationships Education that schools were unable to provide adequate SRE. For example, one of the schools in Corteen's study was unable to allocate teachers to teach it, and SRE remained uncoordinated in two of her three participating schools. Buston et al. (2001) reported that priorities in school clearly impacted on the commitment of time spent on the subject. Green's (1994) earlier observation showed similar confusion about the arrangement of SRE among school governors.

4.3.2 Teaching of Sex and Relationships Education

Teachers' competence and confidence of teaching Sex and Relationships Education

Walker (2001) suggested that sexual health knowledge for young people was primarily provided by teachers in school, hence the role of teachers was important in the effective delivery of sex education. The effect of a teacher-led sex education was often reviewed, however its impact on behaviour level was still unclear (Wight et al., 2002; DiCenso et al., 2002). There could be many factors contributing to this result, as Hilton (2003) suggested that sex education was subject to indifference by many staff as it a 'non-assessed component' of the curriculum.

Characteristics of teachers were often identified as an important factor in effective programmes (Buston et al., 2002). In the study of Strange et al. (2003, p. 207), a '*knowledgeable teacher who is confident and unembarrassed about the subject* (sex education)' was a very significant factor in effective practice. Buston & Wight (2004) also argued that teacher styles varied considerably. They further suggested that a teacher's sense of humour could facilitate the delivery of SRE.

Westwood & Mullan (2007) surveyed teachers on this matter. They identified a lack of information/guidance for teaching SRE. Teachers acknowledged their own ill-preparation for SRE. In addition one-third of teachers in this study revealed their dislike of teaching SRE. The combination of lack of knowledge and confidence arguably caused different standards of teaching and variation between classrooms (Buston et al., 2002).

Allen (2009) suggested the importance of 'being knowledgeable' for sex education teachers; this could facilitate pupils' learning of the subject as noted in a study of investigating young people's suggestions for improving sex education in New Zealand. The notion of 'being knowledgeable' was defined as not only having knowledge of this subject but also having the competence to fully control lessons. She further argued that this element could reduce the uneasiness of teachers when teaching sexual matters. Therefore, Buston et al. (2002) argued that schools should select teachers who felt comfortable with sex education and had the requisite skills to

deliver it, rather than the practice of using those teachers whose timetable made them available to do so.

Training for teachers, teaching methods and resources

Allen (2009) suggested that the advantage of being ‘trained’ would be beneficial to the effectiveness of delivering sex education. Woodcock et al. (1992) also stated that the ‘decline of training’ would greatly affect the delivery of sex education. It was suggested that people who were involved in sex education were often not perceived to being ideally suited to the task and were not in some cases properly trained. Buston & Wight (2004) concluded that effective teaching of SRE would be influenced by discipline in the classroom, which was affected by a teacher’s sense of control, and this could be attributed to their training. Corteen (2006) also argued that the lack of training was the cause of the individual differences in the delivery of sex education.

In-service training was generally seen as one of the main ways in which teachers acquired knowledge and skills; Wight & Buston (2003) further argued that appropriate training could improve the quality of sex education. In their study of in-service training for sex education in Scotland, it was clear that training helped teachers to feel more comfortable when teaching SRE; their confidence also improved after the training.

Another important pattern emerged from Wight & Buston’s (2003) evaluation of in-service teacher training: that of collegiality. They reported that reviewing teaching between colleagues was an important factor regarding the effectiveness of SRE. This suggested that training might not only address the level of knowledge of participants, but also other relationships in the school.

Certain teaching methods were mentioned as desirable in Strange et al.’s (2003) study of pupil-led sex education programmes in England. ‘Active’ teaching methods were preferred by pupils (e.g. group discussion allowed more participation from pupils, therefore it was favoured by them. The participation from pupils was perceived as more active). Buston & Wight (2004) also reported ‘teaching style’ was an important factor in effectiveness. There was limited research regarding teaching methods in SRE, due to its sensitive nature as confirmed by Buston et al. (2002).

Therefore, we can only assume that while certain teaching methods were deemed as being beneficial, practice was hard to identify and in any case was likely to be inconsistent. However, the earlier work of Stears & Clift (1990) made it seem likely that ‘classroom teaching’ and ‘whole class discussion’ were the dominant teaching methods. This assumption can only be taken cautiously on the basis that the observation could be out of date due to the time in which it was conducted.

Hilton (2001) reported that support was available to teachers of sex education in secondary schools if they knew where and how to obtain it. Coupling this with the lack of training discussed previously, she further argued failing to access support was one of the causes of the minimal delivery of SRE. Buston et al. (2002) saw using outside speakers as an important way to help the delivery of SRE in schools because of the professionalism of outside speakers (e.g. outside speakers were from dedicated organisations for sexual health, this would make pupils think outside speakers were a professional body for teaching sex education and believe what they taught in the class). This was further supported by the views from pupils as the possibility of a ‘special team’ to deliver SRE in the study of Buston & Wight (2004). Allen (2009) also identified the impact of the ‘anonymous’ sex educator, she identified the benefits of outside speakers - not only the professionalism reason, but also the non prior relationships/connections between them and pupils. She reported that pupils felt more comfortable learning sexual health issues from professionals who had no connection with them. She argued the existing relationships between pupils and teachers could sometimes cause embarrassing feelings.

4.3.3 Learning of Sex and Relationships Education

Participation of Sex and Relationships Education

Buston & Wight (2004) concluded that participation from pupils in sex education lessons was varied across classes. Various key factors were identified; it was apparent some of them could be universal and not specific to English schools, because they reflected the influence of developmental theories (e.g. age difference).

Participation from pupils was influenced by the atmosphere within SRE lessons. It was generally believed that a comfortable atmosphere would enhance participation

as Woodcock et al. (1992) suggested from a study of pupils' view on sex education in England. Buston et al. (2002) identified that reducing discomfort was a important factor to engaging pupils during sex education lessons. They further identified several factors which could influence pupils' level of discomfort, they were 'the teacher as protector', 'the teachers as friend', 'trust between pupils' and 'sex education as fun'. All of them could contribute to this, and in Buston et al.'s study pupils' discomfort was argued as an important indicator of their participation in sex education. However, studies of this field were still limited and tentative, such as Buston & Wight's (2004) study of pupils' participation in sex education.

The problematic nature of mixed gender sex education

During the process of reviewing studies regarding practices of SRE in England, it became apparent that gender issues were investigated by many researchers. (Measor, 2004, 2000; Measor et al., 1996; Hilton, 2001; Prentergast 1996). It was suggested male and female pupils responded differently to sex education (Measor, 2004).

Davidson (1996) specifically pointed out that boys were regarded as problematic in sex education classes due to their disruptive behaviour. Buston & Wight (2006) further argued the needs of further considerations to be made upon sex education for boys. Measor et al. (1996) attempted to explain the difference between genders by adopting gender theory which could explain different perceptions regarding the same material between male and female participants in sex education lessons. This approach was shared by Hilton (2001), who discussed the issues of working with boys in sex education by adopting elements from gender theories. Based on the findings of Measor et al. (1996) and Hilton (2001), the gender difference regarding perceptions of sex education should be found across different countries, however it was noticeable that most of these studies were from the UK.

Many attempts had been made to discuss the possibility of conducting sex education in single gender groups (Strange et al., 2003). It was believed that there were benefits for this format. For example, it was supported by female pupils as a means to eliminate the disruption from boys' behaviour which was perceived negatively (Prentengast, 1996; Measor, 2004). Teaching SRE in mixed gender groups

had some unique benefits. Strange et al. (2003) reported that pupils claimed that mixed gender sex education could allow them to share their views with the other sex. Overall, this issue was a debatable one.

Another important dimension of this issue, as suggested by Prendergast (1995), was gender stereotyping within course materials. For example, she reported that many films, booklets and worksheets used in schools did not portray women and girls as having an active, positive sexuality comparable to that of boys and men. Reiss (1998) also argued the issues regarding gender and human sexuality were not balanced in the current Science textbooks by reviewing presentation of human sexuality in the textbooks for 14-16 year olds in the UK. For example, he noticed that none of the books reviewed in his study had any treatment of issues such as sexual harassment. Many researchers suggested that pupils of different gender prefer different topics in sex education (e.g. Woodcock et al., 1992; Buston & Wight, 2004; Strange et al., 2003). Combining these results, we can conclude that 1) gender issue was an important topic around the effectiveness of sex education in the UK and 2) current practice failed to tackle this issue adequately. However given the lack of a theoretically informed sex education among schools in the UK, it was understandable that these findings rarely made it into real practice.

4.5 Conclusion

Sex education has always been regarded as a contentious issue. The history of policy was well documented, and historical debates had a great influence upon current practice. Sex education in England has always been highly politicised and debates regarding it were significant.

When looking at the practice of SRE under its current guidelines, the suggestion of inconsistencies among schools is strong. Practice has been greatly influenced by the power-shift between government and school governors. Although it is easy to see the tension still has its impacts on practice.

It was interesting to notice studies of sex education in England were based around hypothesis and ideologies of SRE rather than empirical practice. Suggestions and conclusions are somewhat tentative and this may be attributed to the fact that sex

matters are so controversial in this country. There have been some apparent successful innovations regarding sex education in England; however, the promotion of these programmes has been limited. Not enough is known about the gap between guidelines issued by the government and practice developed by schools.

Chapter V Methodology and Research Design

5.0 Introduction

This chapter discusses the methodological considerations and the design of the study. Firstly, research approaches which were involved in this study will be discussed in relation to their strengths and weaknesses along with a brief outline of their origins. Secondly, I will discuss some research methods which contributed to this study, for example the process of adopting both quantitative and qualitative methods. This will be followed by detailed rationales and descriptions of research instruments used in this study and the procedures concerning them. The practical issues regarding conducting these procedures will also be discussed. The adoption of quantitative research approach required me to define my pre-conceptualised knowledge of the research field; therefore a pre-conceptualised framework will be illustrated and discussed.

5.1 Theoretical considerations

There are two methodological approaches which relate to this inquiry, they are Comparative research and Case study. Both have their strengths and weaknesses which are considered below.

5.1.1 Comparative research

Since the French scholar Marc-Antoine Jullien's pioneering study using a comparative approach in the 19th century, comparative education has developed its own paradigm and definition. The field has widened from the earlier ethnographic comparative or observational studies to current more complex and mixed method approaches (Crossley & Broadfoot, 1992). Broadfoot (1999) investigated the development of comparative study by reviewing all the articles published in *Comparative Education* from 1993-1996. She then categorised them as follows:

- 1) Single-site studies: description and documentation.*
- 2) Comparative contextualised case-studies.*

3) *Comparative empirical studies.*

4) *Theoretically informed comparative.*

5) *Theoretically informing comparative studies.*

Broadfoot clearly identified not only the development of comparative studies but also the recognition of comparative study as a research approach. Combining the observations above, we are able to treat comparative study as an individual paradigm and understand the essential elements contained within it.

The purpose of this study was to investigate sex education in two countries and inevitably the study involved elements of comparative research. The comparative approach has a number of specific strengths. As Hantrais & Mangen (1996) stressed that comparisons can offer “*fresh, exciting insights, and a deeper understanding of issues that are of central concern in different countries*”. Potentially, if we look at educational processes across national, cultural and linguistic boundaries we can gain a clearer insight into the ways in which they operate (Altbach & Kelly, 1986; Crossley & Broadfoot, 1992). Hsu (2003) argued comparison between countries can provide a broader view on education processes than others i.e. single site (country) investigations. Additionally, cross-national comparative research may help researchers to identify not only the similarities and differences within the organisations, but also from an international perspective (Lisle, 1985; Phillips, 1999).

The comparative approach with a cross-national dimension could offer more insight into nature and functions than would be available if the study focused on a single country; it might even help distinguish features of the activities that are system-specific and those that are universal (Postlethwaite, 1988; Vasileiou, 2002).

To sum up, a comparative study offers the following benefits (adopted from Crossley & Broadfoot, 1992):

- *Being better fitted to study and understand our own system.*
- *Identifying and analysing similarities and differences in educational systems, processes and outcomes with a view to assisting in the solution of identified problems and/or in the future development of educational policy and practice.*

- *Helping us to better understand the nature of the relationship between education and broader social, political and economic sectors of society.*

Although there are a number of benefits from conducting this study in a comparative way, we should also be aware of the limitations. The potential problems within this approach are as follows:

- *The organisation and management of vast amounts of information and data on a wide variety of pedagogical and socio-political dimensions.*
- *Conflict of different disciplinary and theoretical perspectives in the planning and conducting of the research.*
- *Epistemological differences that determine the scope and purpose of research.*
- *Dangers of false comparisons and difficulties in obtaining valid and comparable data for analysis. International and national classifications frequently differ with respect to the 'same' categories of data.*
- *Practical research issues including available research time, access to the field, cost of travel and subsistence for empirical investigations and collaborations.*
- *Dangers of ethnocentric bias in the interpretation of findings combined with the difficulties of establishing cultural and contextual sensitivity where world views and languages used may differ markedly.*
- *Ethical issues relating to the conduct of research in other cultures, the reporting and dissemination of findings, confidentiality of sensitive or 'sponsored' research and the danger of cultural imperialism.*
- *The difficulties and costs of launching large-scale collaborative research in times of budgetary constraint.*
- *Potential bias in both research focus and execution in a research climate where studies are increasingly determined by the needs and interests of financial sponsors.*

(adopted from Crossley & Broadfoot, 1992)

In order to minimise the problems which might occur during the process of the research, I chose Taiwan and England for comparison. From the comparative

perspectives, the differences in the two education systems and social context offered interesting contrasts. Language barriers have long been recognised as a major problem for comparative studies, which means the researcher needs to have a sound understanding of the different languages used in the countries where the study were conducted (Lisle, 1985; Hantrais & Ager, 1985). My knowledge of Chinese as a first language and English as a second language has been taken into consideration. I used a micro-analytical approach (Kelly et al., 1982) within comparative study paradigm to explore the field owing to the resources and time available to me. This approach identified the specific interest (focus) in this study. It represented the topic is a micro one- sex education, and so was the source of data, which was primarily restricted to pupils and teachers. A full picture of the phenomenon might be missed as the investigation only involved partial observations from the whole context; therefore only a micro-analysis could be made.

5.1.2 Case study

A comparative approach was chosen for this study. However, the strategy for data collection was an essential consideration. For all research, the selection criteria used in an inquiry are determined by the nature of the questions the research is seeking to answer (Vasileiou, 2002). The research approach used here is a comparative one, which arises out of the desire to look at sex education holistically (or ecologically) within its natural setting. A case study approach is usually prescribed to resolve this; therefore a discussion of case study must be made to clarify the rationale of not adopting it in this study. It is necessary to discuss any approach from its originality and background; hence I will start the discussion from how it became a distinctive approach.

Ethnographic case study has been central to anthropological enquiry since Malinowski's pioneering field studies of the Trobriand Islanders (South Pacific) in the earlier years of the last century. Subsequently, studies of schools from such a perspective emerged in the late 1940s to the early 1950s usually consisted of works by anthropologists, as Crossley & Vulliamy (1984) summarised in a study of discussing development of case study approach.

Stenhouse (1979) tried to incorporate this approach within comparative research. Since then, an increasing number of comparative studies have used the term ‘case study’ regardless of the nature of research design. It has been misused at times and here I will avoid describing my study as a ‘case study’. This can be explained if we look at the nature of case study in terms of theory and practice. Robson (2002) defined case study as “*development of detailed, intensive knowledge about a single case or of number of related cases*”. Yin (1994) defined it as an empirical inquiry that investigates a contemporary phenomenon in its real-life context, especially when the boundaries between events and context are not clearly evident. Thus, Yin (1994) and Stake (1995) defined the purpose and the applications of case study approach are to:

- (1) Explain the causal link in real life interventions.*
- (2) Describe an intervention and the real-life context in which it occurred.*
- (3) Illustrate certain topics within an evaluation in a descriptive mode.*
- (4) Explore those situations in which the intervention evaluated has no clear, single set of outcomes.*
- (5) Be a meta-evaluation- a study of an evaluation study.*

(adopted from Yin, 1994)

We can understand that a case study approach seeks to address some questions within a particular context and institution. Although we should recognise another important characteristic of case study is the role of theory. Yin (1993) made it clear that good use of theory will help delimit a case study inquiry to its most effective design; theory is also essential for generalising the subsequent results. Most case studies will also encounter some criticism in relation to their ‘*generalisability*’ and external validity. A number of researchers attempted to tackle this problem by developing the concept of ‘*Ecological validity*’ and ‘*Population validity*’. If a case study is well designed and conducted, it should be able to illustrate results and conclusions within its context situation clearly, hence providing a very high ‘*ecological validity*’. This means the features or the findings from the particular institution (or ecology) are likely to be representative for their institution and other similar ones. This was considered to be one of the strengths of case study design (Crossley & Vulliamy, 1984). Although the generalisation to a wider population,

which is defined as population validity, still cannot be met, Spindler (1982) argued that an in-depth study that gives accurate knowledge of one setting is likely to be generalisable to a substantial degree to those in other settings; it is better to have in-depth, accurate knowledge of one setting than superficial and possibly skewed or misleading information about isolated relationship in many settings (Crossley & Vulliamy, 1984).

Yin (1994) added to the debate but suggested that there was a choice between single- and multiple- case design. A major insight is to consider multiple cases as one would consider multiple experiments - that is to follow a 'replication' logic. In other words, these may be attempts at replication of an initial experiment; or they may build upon the first experiment, perhaps carrying the investigation into an area suggested by the first study; or they may seek to complement the first study by focusing on an area not originally covered (Robson, 2002). We can view multiple-case studies as a series of either single-case studies or a series of theoretically informed experiments (innovations). A well-defined multiple-case study would be a time consuming if the requirements of 'replication' and 'validity' have to be met.

5.2 The mixed method approach

Based on the choice of comparative approach and an understanding of case study, I chose to develop a mixed method approach. Firstly I have to decide and define the methods used in this study, and I also have to acknowledge their strengths and weaknesses. By adopting both quantitative and qualitative methods, I have to explore the benefit of this, especially the benefit from qualitative methods. Therefore, a brief discussion on grounded theory will be beneficial for suggesting the strength of this study.

5.2.1 Multi-scenario research as the approach of Inquiry

Based on Broadfoot's (1999) categorisation there are two types of comparative study: single-site (intra-institutional) and multiple-site (inter-institutional or international). As Stenhouse (1979) suggested there is a possible benefit of merging comparative research with case study, and many researchers have attempted to do this (e.g. Hsu, 2003). However, when we try to approach a comparative study by

incorporating a case study approach, we encounter some serious issues, though in single-site contexts (intra-institutional), the tension between two paradigms is likely to be lower. Significantly, when it comes to an inter-institutional or international comparative study, a high tension is very likely to occur caused by the clash of paradigms. The question - 'How to make a fair comparison between different inter-informative cases?' will emerge from the attempt to combine these two approaches and it should be clearly addressed by the researcher.

Through my literature reviews, I have encountered various studies which attempted to use comparative approach as well as case study in terms of terminology (e.g. Hsu, 2003). However, the tensions stressed earlier were usually not treated carefully, and misuse was often observed. In trying to follow the rule of case study, we should pay a lot of attention to the validity, especially the ecological validity mentioned above. Inter-institutional or even cross-national study involves a lot of inconsistent and uncertain factors, mainly attributable to the different locations and diverse populations. It will become an obstacle (time consuming and resource straining) for fulfilling the requirement of sufficient validity.

If we try to draw some comparisons between different institutions; in order not to violate the essentials of validity within case study paradigm, we will need to illustrate the ecology (the full context within institutions and beyond as well) (Crossley & Vulliamy, 1984). To meet such a high demand, we will have to conduct different cases in sequences and follow the theoretical informed process (e.g. doing the second case with a modified approach obtained from the previous result in the first case). All of this means it could become an unmanageable project, or simply miss out some important theoretical ingredients.

Although we can still find some mixed approach studies which had carefully considered the issues mentioned earlier, a majority of them either followed an intra-institutional or single-site comparative study by adopting case study approaches. They managed to follow the multiple-case study steps by gathering a lot of resources, especially volunteers and staff. Simply by combining two approaches with the inevitable tension, we must pay close attention in meeting the different requirements from each paradigm - if not, we will be using the terminology loosely. Studies may

not meet all of the requirements from either paradigm, and subsequent, “findings” or “comparisons” may appear invalid.

In order to answer my research questions, case study appears to be the first choice. However, as discussed earlier, the nature of the study will also make it a comparative one. If I conduct the research using both approaches, tensions will develop e.g. I will not be able to bring the depth and detailed understanding of context required within case study approach along with the appropriate data for comparison. In order to ease the tension described previously and gain the utmost benefits from both paradigms, I decided to conduct this study as a comparative approach by using some scenarios to sample the empirical data within different institutions. I defined the approach which I used to collect the data as multiple scenario approach. By doing so, firstly, I was able to provide enough focused data from each field (snap shots), and I was also able to make comparisons based upon them. Secondly, I avoided the common misuse of terminology referring to case study.

I defined a scenario as a snap shot of policy and practice in an individual school with a combination of quantitative and qualitative methods used. For the quantitative perspective within the scenario, surveys of pupils’ perceptions were suitable to identify views and attitudes. However the study was also concerned with the practice, which required a series of interviews with teachers and pupils. In addition, this would enable triangulation and validation of findings. By gathering valid data from different scenarios, I would be able to make fair comparisons.

By using multiple scenario design I could explore the field in reasonable depth and conduct further analysis within a comparative approach. By making comparisons amongst these schools in different countries, I was able to gain greater awareness and deeper understanding of the “real world” within a manageable timescale.

5.2.2 Theoretic findings and the reconstruction of theories - learning from grounded theory approach

The main methodological considerations led me to define my mixed method approach as a ‘multi-scenario’ approach, and its process was illustrated previously. However, the lack of robust theoretical framework for sex education still remained

problematic. Theories and concepts were usually adopted from health education paradigm due to their association discussed in the previous chapter. Developing a framework for explaining sex education was essential. However, this was an ambitious and risky task. A common feature of quantitative research was the process of adopting and utilising theories for data collection, but this was not the only route this study could take. The qualitative approach could also provide an alternative aspect which could illuminate sex education from a constructive point of view. For example, contributing to the construction of a new theory (hypothesis) for sex education was an important prospect for this domain (qualitative) of this study. Hence, a brief discussion of qualitative research paradigm i.e. the grounded theory in this case would be beneficial and maximise the value of the results of this study.

‘Discovery’ and ‘Generate a theory’ were the main traits of grounded theory advocated by the work of Glaser & Strauss (1967). Hence I could borrow elements of this in my research, for example, a new innovation of sex education was found in interview sessions. Further investigation would be made to find out the impacts from it on sex education. This could explain the phenomenon in a broader context. This example was clearly helpful when a fresh concept was encountered during the process, and it was a beneficial contribution of conducting the research with this notion.

The original work of Glaser & Strauss illustrated precise procedures although there followed a split among researchers and writers as noted by Thomas & James (2006). Various debates were noted regarding the concept of this ‘theory’ (for example the use of ‘theory’ in its title was much debated), but the originally defined procedure was still widely recognised.

Tavakol et al. (2006) discussed the use of grounded theory in medical education research, they define this approach as *“a qualitative inquiry method that looks systematically at qualitative data aiming at the generation of theory that accounts for a pattern of behaviour that is relevant and problematic for those involved”*. Robrecht (1995) summarised *“the theory must come from data, not prior knowledge”*. Some qualitative elements occurred in the design of this study, and some procedures of grounded theory would be helpful. For example, the coding and grouping method from Glaser & Strauss could be partially made by the analysis of relevant themes

associated with the pre-identified factors. Ultimately, this partial naturalistic approach within a structured context can contribute a more detailed structure with better explanatory ability.

Overall, the concept of grounded theory was to provide further value to this study, especially the qualitative part. This could lift the limits of qualitative data as only compliments of quantitative data. Although as mentioned earlier, the prior-knowledge from other theories and concepts were adopted for the quantitative research (e.g. factors could influence sex education were identified prior to the study), it was clear that some phenomena would be fresh to this subject. Analysing this fresh evidence for further understanding of sex education could be beneficial; especially given it was under-theorised as explained previously. This study did not use the approach of grounded theory fully, and the potential violation on the rules of grounded theory was also apparent. For example, the prior-knowledge was obtained, which breached one of the rules of grounded theory. However, the borrowing from elements of grounded theory emphasised the importance of the qualitative part of this study. It also complemented the evidence from the quantitative part of this study.

5.3 Research design

In order to answer the research questions of this study, a range of methods were used. Methods used here aimed to explore the relevant phenomenon regarding the research questions, rather than doing separate case studies. I believe that this approach would be more practical and manageable, and would give me a greater in-depth understanding. Research methods are as follows (presented in sequence of use):

5.3.1 Questionnaires

The rationales for the use of questionnaires

This method was used to find out perceptions of sex education in different schools. Two equivalent translated versions were introduced and administrated. Validity and credibility were cross-examined prior to the main study; a test/re-test

(preliminary) procedure was carried out. The rationale of using questionnaires was to gather a broad spectrum of data within different institutions.

In my initial plan for the use of questionnaires, there were two questionnaires developed. One was for teachers and the other was for pupils. However, after careful consideration, I decided not to use of questionnaires for teachers. There were two reasons for this:

- 1) The number of teachers involved in this study was too few to represent any significant difference, especially in term of statistics. Explaining and analysing the few questionnaires from teachers would have limited validity, and a slight variation in any questionnaires would change the results markedly.
- 2) The resistance to completing questionnaires among teachers in England was noticeable. I encountered several teachers who refused to make any comments regarding reviews of their schools or sex education issues during the process of the study. Therefore, questionnaires obtained from teachers in England would be biased due to the high refusal rate. Results and the following interpretation from questionnaires from teachers in England would be partial (only from the teachers who were willing to express their views in this manner).

Therefore, only the data from pupils' questionnaires (Chinese and English) was analysed and interpreted in this study.

The design of questionnaires

The pupils' questionnaires were divided into 4 sections. They were: feelings and attitudes of sex education, topics and contents of sex education, teaching/learning methods of sex education and the background of participants. All these sections corresponded to the research questions listed in the first chapter. Examples of how to fill out the questionnaire were listed before each section to help participants complete it.

Topics of sex education (Section II) and teaching/learning methods (Section III) were adopted from Che's (2005) study. There were two reasons for this:

- 1) These factors/indicators from his study were clearly evaluated and tested; therefore it provided a more robust theoretical basis.
- 2) Che's (2005) study was conducted in Hong Kong, which is a unique location. Due to the history of Hong Kong, the practice of sex education there could represent a merging of English and Chinese backgrounds. Therefore, these factors/indicators from his study provided a balanced basis for use in both Taiwan and England.

I will illustrate the four sections of the questionnaire below.

Section I of the questionnaire

In this section, participants were asked to express their views on issues regarding sex education in general. A five level Likert scale was adopted, these levels were strongly disagree, disagree, neutral, agree and strongly agree.

There were seven questions listed in this section:

1. I like sex (and relationships) education in my school

This question aimed to evaluate participants' satisfaction with the sex education provided in their schools. The use of "in my school" would refer to the sex education in their current school.

2. I find the information given in these classes helpful

This question aimed to evaluate participants' perceptions regarding the helpfulness of contents in sex education provided in their schools.

3. I feel quite comfortable during these classes

This question aimed to evaluate participants' perceptions regarding the atmosphere of sex education lessons in their schools.

4. I think we should do sex (and relationships) education in boys only and girls only groups

This question aimed to evaluate participants' opinions regarding the proposal of conducting sex education in mixed or single-gender groups

5. I find the things we discuss in these classes new to me

This question aimed to evaluate participants' perceptions regarding the repetitiveness of contents in sex education in their schools.

6. I think the things we discuss in these classes are interesting

This question aimed to evaluate participants' perceptions of the level of interest regarding contents in sex education in their schools.

7. I wish we could have more classes on sex (and relationships) education

This question aimed to evaluate participants' perceptions regarding the allotted time in sex education and their needs for it.

Section II of the questionnaire

In this section, participants were asked to state their experience of learning topics in sex education. There were fourteen topics listed in this section: they were: 1)Puberty; 2)Emotional management; 3)Self-image and self-esteem; 4)Roles as a male/female; 5)Friendships; 6)Relationships and dating; 7)Love; 8)Marriage and family life 9)Contraception; 10)Sex and media; 11)Sexual harassment; 12)Sexually transmitted disease; 13)Sex and law; 14)Sexual orientation.

There were two main categories for participants to choose from, and there were a further two sub-categories for one of the main categories. The two main categories in this section were [Covered] and [Not Covered]. The two sub-categories were for the main category [Not Covered]: [Need to be covered] and [No Need to be covered]. Therefore, there were three options for each question. They were:

1. [Covered]

The choice of this category represented that the participant perceives he/she has learnt this topic in the sex education in school.

2. [Not Covered]-[Need to be covered]

The choice of this category represented that the participant perceives he/she has not learnt this topic in the sex education in school. However, he/she believed this topic should be included in the sex education.

3. [Not Covered]-[No Need to be covered]

The choice of this category represented that the participant perceives he/she has not learnt this topic in the sex education in schools. However, he/she believed this topic should not be included in the sex education.

Section III of the questionnaire

In this section, participants were asked to state their experience of learning/teaching methods in sex education lessons/sessions. This presented the adoption of various teaching/learning methods in sex education. There were 10 teaching/learning methods listed in this section: they were: 1)Teacher talking to the class (lecturing); 2)Outside speaker(s) taking to the class; 3)Small group discussion ; 4)Whole class discussion; 5)Role play exercise (simulation); 6)Playing games in groups or individually; 7)Discussing relevant news; 8)Watching videos/DVDs 9)Using internet/computers; 10)Using commercially prepared materials. These methods were also adopted from Che's (2005) study.

There were two main categories for participants to choose from, and there were a further two sub-categories for one of the main categories. The two main categories in this section were [Experienced] and [Not Experienced]. The two sub-categories were for the main category [Not Experienced] - [Would like this to happen] and [Would Not like this to happen]. Therefore, there were three options for each question. They are:

1. [Experienced]

The choice of this category represented that the participant perceives he/she has experienced this teaching/learning method during sex education lessons/sessions in schools.

2. [Not Experienced]-[Would like this to happen]

The choice of this category represented that the participant perceives he/she has not experienced this teaching/learning method during sex education lessons/sessions in schools. However, he/she would like this method to be adopted in the future sex education lessons/sessions.

3. [Not Experienced]-[Would Not like this to happen]

The choice of this category represented that the participant perceives he/she has not experienced this teaching/learning method during sex education lessons/sessions in schools. However, he/she did not want this method to be adopted in the future sex education lessons/sessions.

There was another question asked at the end of this section, it was 'Which is your favourite activity in your sex (and relationships) education classes?' participants chose one of these ten methods; the choice represented his/her favourite teaching/learning method for sex education.

Section IV of the questionnaire

In this section, participants were asked to state their year group and gender. This can provide factors for further analysis.

5.3.2 Focus groups and interviews

The rationales for focus groups and interviews

These methods were used to gather more in-depth data of perceptions regarding sex education in different countries. The languages used for this were Chinese and English and a semi-structured format was conducted in all sessions.

The design of focus groups and interviews

The design of focus groups (for pupils)

Focus groups discussion lasted approximately 40-50 minutes with a semi-structured schedule based on the themes from the questionnaires. This provided the possibility of triangulation between data from different sources.

There were three focus groups conducted in three schools (T1, T2 and E2), and two focus groups for one school (E1). Participants for these groups were mainly selected by teachers and sometimes by students' volunteering. Numbers of participants were as follows:

	Group 1	Group 2	Group 3
T1	8	9	8
T2	9	8	8
E1	7	7	N/A
E2	8	7	8

Table 5.1 Participants in focus groups

Students who participated in these groups all completed the questionnaire beforehand; this would enable them to have some knowledge of the 'focus' of these groups. The choice of participating students was primarily made by teachers according to personal characteristics. They were often referred to by teachers as the more talkative ones. One of the criteria was based on the fact that most of them knew each other, therefore they would feel safer and more comfortable and this would potentially enhance their participation. This also reduced the threat of me posing as an 'intruder' for them.

There were four themes for focus groups, and there were several sub-themes for each main theme. They were as follows:

Theme 1: Feelings /attitude towards sex education

Sub Themes: Curriculum of sex education, Satisfaction with sex education, Relevance of contents of sex education and Issues of gender in sex education.

Theme 2: Topics within sex education

Sub Themes: General topics within sex education, Less favourable sex education topics and Future topics within sex education

Theme 3: Teaching Method

Sub Themes: Teaching/Learning methods in sex education and Improvement of teaching methods.

Theme 4: Needs for sex education/ Improvement of sex education

Sub Themes: sex education resources, Allotted time for sex education and Expectations of sex education

All group sessions were recorded, with consent from participants being confirmed prior to all sessions.

The design of interviews (for teachers/coordinators)

Interviews lasted approximately 50 minutes; they also followed a semi-structured schedule based on the questionnaire together with research questions. This provided the possibility of triangulation between data from different sources. There were altogether nine interviews conducted between four schools. Interviewees were recruited on a voluntary basis. There were six themes for interviews, and there were several sub-themes for each main theme. They were as follows:

Theme 1: Feelings /attitude towards sex education

Sub Themes: sex education in the school, Satisfaction with sex education, Suitability of sex education and Issues of gender in sex education.

Theme 2: Topics within sex education

Sub Themes: Preparation of topics within sex education and Views on topics within sex education

Theme 3: Teaching Method

Sub Themes: Preparation of teaching sex education, Pedagogy of sex education, Acceptance of current methods and Evaluation of sex education

Theme 4: Teacher training

Sub Themes: Initial training for teachers, Ongoing training for teachers in sex education and Benefit of training

Theme 5: Difficulty of sex education

Sub Themes: Resources of sex education, Accessibility of resources of sex education, Practical difficulty in sex education and Support of sex education

Theme 6: Thoughts of sex education policy

Sub Themes: Views of current policy of sex education, Views of textbooks and Improvement of sex education

All interview sessions were recorded, with consent from interviewees being confirmed prior to all sessions.

5.4 Considerations in relation to data analysis

There were three research methods used in this study as previously illustrated, they were questionnaire, focus groups and interviews. The conduct and effectiveness

of using these methods should be considered in order to validate their value for this study.

Questionnaires were disseminated in tutor groups and classes in their natural settings, the overall responses were positive. There was no refusal on completing them. Most of the returned questionnaires were valid and completed.

There was only one question which had considerably less completion rate than other which was the open questions regarding participants' favourite learning method in sex education lessons. This difficulty was not encountered in the preliminary stage (test/re-test reliability); however it was an obvious one in the final data. There were three reasons which could explain this. Firstly, the change of answering pattern in the questionnaire might result in confusion among participants. All of the other questions were close ended questions in which participants only needed to tick the box that they wanted to; this question was the only one which required participants to write down their choice. It was not represented in the same format as other questions (i.e. ticking boxes); hence this might lead to miss this question. Secondly, the question was listed towards the end of the questionnaire; therefore participants were more likely to miss this question. Thirdly, the question required participants to choose only one method as their favourite, which some participants might find it hard to choose only one. Some responses collected in this questions were multiple answers (e.g. methods 1, 2, 3 as her/his favourite method), which were classified as invalid answers. Therefore, some responses were not used in data analysis due to this reason.

Apart from the previous difficulty, the overall data from questionnaires was satisfactory. Responses from participants were all clear for further analysis. There were some invalid questionnaires found due to their incompleteness, however this situation was rare. There was no easy way to check whether all questionnaires were representative for individuals' opinions, but the results would still be valid based on two factors. Firstly, the large number of participants would make the 'invalid' answers insignificant to the overall results. The overall phenomenon would not be influenced by a small portion of biased responses. Secondly, the data would be triangulated further with data from other sources; hence responses could be further examined. This could avoid misuse of inappropriate data for interpretation.

All focus groups went smoothly; there was positive feedback from many participants. There was a significant facilitating factor for these sessions, which was the existing relationship between participants. Largely owing to this factor a safe and comfortable atmosphere was successfully established in all groups. The clear explanation for the role of me not being an intruder also helped participants to relax in each session and elaborate on their views.

One minor obstacle was encountered in some sessions. It was the difficulty for some participants to identify sex education as a curriculum. When this situation arose, I would give further clarification upon the idea and definition of sex education. For example, I would discuss any school curricula which were considered to be relating to sex issues in participants' views. Overall, the use of focus groups was successful; participants were enthusiastic about talking these issues and discussed them within these sessions.

Interviews of teachers and course coordinators had mixed reactions. Interviews conducted in Taiwan were received positively by participants. All participants in Taiwan showed a high level of interest and enthusiasm of elaborating their views on these issues. Therefore, results from these sessions were successful. Interviews of course coordinators in England were similar to those in Taiwan. Coordinators were positive about talking these issues with me in these sessions.

However, many teachers in English schools were resistant to participating. There were various reason given for their resistance, one of the teachers commented that he did not want to say anything regarding their practice in school due to his employment in the school. He further stressed that this especially applied to the subjects about sex education. Similar negative attitudes toward this study were also found in many occasions in schools in England, some teachers simply replied that they do not wish to talk about any issues concerning sexuality and sex education. This not only echoed the contentious nature of sex education, but also the prevailing ethos among teachers in England regarding their views on sex education. Although this is a frustrating prospect for a researcher, it indicates the possible attitudes on sex education among many teachers in England. It further indicates the importance of investigating sex education in the context of school practice. It was regrettable not be able to interview these unwilling teachers, but it the resistance encountered in

England demonstrated a significant trait regarding the negative views on sex education among teachers.

Equally, there were some truly helpful and enthusiastic teachers found, interviews with them proved to be successful. However, this imposed a potential limit for interpreting results from these sessions. Teachers who had negative views on talking about sex education were not interviewed. Thus, results from these sessions were more likely to be biased due to the characteristic of volunteering teachers. However, biased interpretations could be avoided by combining these results with those from other sources. For example, coupling and comparing results between coordinators and teachers could indicate the fidelity of the data. Overall, the process of interviews was positive. Data gathered from this method was valid for interpretation with caution.

5.4.1 Quantitative approach & research hypothesis

Handling and coding data

Questionnaires were collected and reference numbers were assigned to each one. Reviews were carried out to eliminate any invalid questionnaires. All data was coded and computerised into a numeric system. All these processes were done by myself to avoid any varied standard of reviewing data.

The use of SPSS software for data analysis

Statistical Package for the Social Sciences 16.0 (SPSS 16.0) was used for the data analysis. It has been widely used in social science research, and it provides the statistic functions I adopted.

The statistic methods

Due to the nature of the design of the questionnaire, the data collected through it was non-parametric data. (E.g. the data from section I of the questionnaire will be seen as ordinal variables). Therefore, in order to compare non-parametric data, I adopted three non-parametric tests for this purpose. The three statistic tests adopted

in this study were: The Spearman rank correlation coefficient, Mann–Whitney U test and Kruskal-Wallis one-way analysis of variance.

The Spearman rank correlation coefficient

The Spearman rank correlation coefficient is one of a number of measures of correlation. It measures the correlation between two non-parametric variables which represents the degree of relationship between them. (Sheskin, 2004)

Mann–Whitney U test

Mann–Whitney U test is a rank test for differences in centrality or domination of one distribution over the other. The test statistic is the rank sum associated with either sample (Sprent & Smeeton, 2001). The Mann–Whitney U test is employed with ordinal data in a hypothesis testing situation involving two independent samples. If the result of the Mann–Whitney U test is significant, it indicates there is a significant difference between the two samples, and as a result it can be concluded that there is a high likelihood that the two samples represent populations with different median values (Sheskin, 2004).

Assumptions of the Mann-Whitney U test:

- Random samples from populations
- Independence within samples and mutual independence between samples
- Measurement scale is at least ordinal

Kruskal-Wallis one-way analysis of variance

The Kruskal-Wallis one-way analysis of variance by ranks is employed with ordinal data in a hypothesis testing involving more than two independent samples. The test is an extension of the Mann-Whitney U test. If the result of the Kruskal-Wallis one-way analysis of variance by ranks is significant, it indicates there is a significant difference between at least two of the samples. Therefore, it can be concluded that there is a high likelihood that at least two of the samples represent populations with different median values (Sheskin, 2004).

Assumptions of the Kruskal-Wallis one-way analysis of variance by ranks are:

- Random samples from populations
- Independence within samples and mutual independence between samples
- Measurement scale is at least ordinal

Based on the design of the questionnaire, all data from this study met all the assumptions made in these methods. Therefore, the adoption of these methods in the analysis was valid.

However, in order to understand the presentation of data in the following chapters, I will illustrate some key concepts from these methods.

Rank / Mean rank

Rank is a random (but based on the ordinal order) simulation for non-parametric data to assume a similar distribution to a parametric one. Based on the process, all samples will be randomly assigned a rank number (e.g. a total 100 samples will have rank number from 1 to 100 assigned to each sample). This number is referred as rank. The mean for this rank number is referred as mean rank.

The Spearman correlation coefficient

This coefficient can be range from -1 to 1. The greater the number of this value represents the correlation (association) is stronger between the two factors. Positive or negative value represents the positive or negative association between them.

Mann-Whitney U value/ Z value

Mann-Witney U value is a statistical value (which was obtained from a specific formulation) to represent the distribution from the non-parametric data by adopting the rank mentioned above. The value represents the variation among samples, and this value could be influenced by the size of the cohort (this is easy to assume as bigger samples would have a rank number greater than a smaller one).

Z value is the standardised value for Mann-Witney U values (through a specific formulation); this represents the standardised deviation of the observed

samples. The greater the value could suggest a higher likelihood of having differences among samples. This is also the value to obtain further probability value (p).

Kruskal-Wallis one-way analysis of variance / Chi-square value

Chi square value (which is obtained from a specific formulation) is also a statistical value to represent a hypothesis of distribution in the Kruskal-Wallis one-way analysis of variance (This was the method used in this study to obtain the Chi square value). It merely represents the variance and the level of meeting its hypothesis. The higher the value represents the greater likelihood of having differences among samples.

df value

The df value represents the degree of freedom. The number of the degree of freedom is the final calculation of statistics that are free to vary. E.g. the choice of five ordinal variables would mean the df value would be 4 (5-1).

Probability value (p) - significant level

The probability value is usually represented as p, it is the level of confidence to either reject or accept the null-hypothesis. In the interest of many statistical methods, a null hypothesis must be assumed. The rejection of null hypothesis would only happen when the p value is less than a certain level. E.g. if p is less than 0.05 then null hypothesis would be rejected with 95 percent confidence.

The null hypothesis (H_0)

One of the fundamental assumptions of quantitative methods is adopting a null hypothesis prior to any analysis (Sprenst & Smeeton, 2001). The association or differences between samples will only be established when the null hypothesis is rejected with certain confidence, otherwise the null hypothesis will remain valid for interpretation.

In respect to my research questions, the null hypotheses for this study were as follows:

Null hypothesis 1:

Teachers' perceptions with regard to:

- (a) Their feelings and attitudes of undertaking sex education within their schools.
- (b) Pupils' need for sex education.
- (c) Teachers' perceptions of the effectiveness of the methods and techniques used for the delivery of sex education.
- (d) The opportunities for them to access relevant resources in the process of implementing sex education.

are not different between countries, schools.

Null Hypothesis 2:

Pupils' perceptions with regard to:

- (a) Their feelings and attitudes toward sex education within their schools.
- (b) Their satisfaction with the sex education implemented at their schools.
- (c) Their need for sex education and to what extent has the need been met.

are not different between countries, schools, classes, gender

5.4.2 Qualitative approach & the conduct of focus groups/interviews

The coding of the data

All interviews/focus groups were transcribed in the original language. Regrouping according to themes was also carried out in the original language. Key Chinese data from each theme was translated into English. Cross-examination was carried out in order to ensure the fidelity of the translation.

The qualitative as the compliment of quantitative data

The use of qualitative data was to complement the quantitative data originally, and the structure developed had great association with the questionnaire. Therefore, it was analysed and grouped based on the themes described previous. In the following chapters qualitative findings are located within relevant sections of results from questionnaires.

5.4.3 Triangulations

The main focus of this study was to understand the perceptions of sex education. With a triangulation between three sources; pupils questionnaires, pupils focus groups and teachers interviews to enable more credible reporting would provide valid results. However, the differences between these sets of data also provided some evidence of the variation between methods. The explanation for this could be a two-tiered one; firstly, the differences between pupils' questionnaires and focus groups - this could be interpreted as the confusion or inconsistency among pupils with the data from questionnaires presenting a wider picture of participants. Secondly, the differences between teachers' interviews and pupils' data (either questionnaires or focus groups) might represent different perceptions (or misunderstanding) from different groups. It did not influence the validity of the data – it could provide some interesting insights into the practice of sex education.

5.4.4 The process of reaching analytical judgements

The process of reaching analytical judgements was achieved from two perspectives – firstly, the triangulation of data from different sources and secondly, comparing this with external literature for further validation. For example, I made the judgement that most pupils valued the idea of sex education as a part of the curriculum even if they do not always enjoy each lesson or method of teaching. The data to support this was contained in survey questions (See question 1) and interviews (see focus groups theme 1). This belief was shared by both pupils and teachers (see chapter VI and VII); this finding was contrasted against literature and I found that similar findings were contained in Lin & Lee (2008) and Lees (1994). This was the process for when consistent findings were encountered. Noticeably, not all findings were completely supported or addressed in the literature; hence judgements were sometimes made with further interpretation from data.

This situation could go further when sometimes I made best fit judgments in cases where data was less consistent. For example I made the judgment that male pupils' behaviour was seen as disruptive at times (see teachers' interview in chapter VII) but I was less certain as to the extent to which this was consistent, For example in some interviews boys behaviour was seen as 'liveliness' rather than as being

disruptive. Further investigation on this could only find partial support for this behavioural pattern among boys, but the less consistent result was not mentioned among literatures. Therefore, I adopted explanations from teachers' interviews to further interpret this finding.

5.4.5 Looking for explanation

During the research by comparing contrasting data I similarly traced explanations of phenomena within the study again; some of these explanations were more strongly expressed than others. This raises the position of quantitative and qualitative data. For example, some associations were seen as significant with the survey data (e.g. female pupils' responses in section I of the questionnaire) and it can be fairly confidently asserted that girls were less impressed with sex education than boys. However, there was a limited role for this kind of statistical work as causality was not clearly identified. Therefore, I tried to develop more inductive associations based on the comparison of data and axial coding i.e. making connections between codes and later exploring different types of evidence. For example, it appeared to be the case that top down policy strongly influenced sex education practice in Taiwanese schools (this was commented upon by all teachers in Taiwan, see in teachers' interview in Chapter VI). In contrast it was less clear to me what the impact of the historical roots of sex education were on practice. Therefore, the possible explanations for this were achieved by adopting and assuming the position from other studies.

Some of the explanations made in this study were more speculative than others. For example, it is suggested that the different level of training received by teachers between countries accounted for the different standards in the delivery of sex education. This explanation was partially validated by the interviews; however clearly most interviewees were unable to make explicit comparison with other countries as it would not have occurred to them to do so. Explanations sometimes needed to be stated cautiously, but I did not want to shy away from offering fresh perspectives to this field or from seeking possible explanations for phenomena found in the study.

5.4.6 Reliability and validity

Reliability and validity are concepts with strong association. In statistical perspectives, reliability can usually be obtained by achieving sufficient validity. For example, the reliability represented a measurement for a specific concept, and the validity was the measure is targeted in the intended concept. Hence if there was evidence for the set of questions was measuring the specific concept (validity), and all questions within the set should be measuring the same concept too (reliability). Therefore the validity of this study is a strong concern. It was achieved from two angles: 1) the treatment for questionnaires 2) the triangulation of data from different sources.

The treatment for questionnaires was firstly done by adopting indicators from a tested study (i.e. Che, 2005). Further revisions were based on participating teachers' and students' feedback. Firstly, teachers were asked to express their views on the questionnaire, which provided consideration for the instrument to be clear and adequate (opinions from academic professionals were also gathered and additionally taken into consideration). Secondly, a test-retest procedure was carried out to provide consistency (reliability), and the results of this were satisfactory (all questions showed high consistency between the two tests). Through these processes the instrument was proved to be reliable.

Secondly, as previously explained, the triangulation of data from different sources was considered. By doing this the validity of collected data was further reinforced within the context of this study.

5.4.7 Qualitative methods, rigour, trustworthiness, and subjectivity

In the previous section, reliability and validity were discussed, but a further clarification must be made for the qualitative research perspectives in this study. Ercikan & Roth (2006) observed the polarising in research paradigms in terms of qualitative and quantitative research. They further stressed that the need for this division is not meaningful, and they demonstrated some qualitative essences in quantitative research. For example, the 'construct' stage in a quantitative research was considered by them as a 'subjective' judgement. In an early work by Sandelowski

(1986), she stated that *'Any study and its findings are at least as much a reflection of the investigators as of the phenomenon studied'* (Sandelowski, 1986 p.34), this also supported the argument made by Ercikan & Roth (2006). Hence, it is clear that rigour should be taken into consideration for the research to be credible in any given research. However, this particularly applies to qualitative methods as rigour is more problematic and sometimes unclear within this paradigm (Sandelowski, 1986, 1993).

There were many reasons why rigour has been widely discussed by many writers. One of the reasons was that the element of science in the social science domain remained debatable. Siegel (2006) also supported Ercikan & Roth's (2006) argument of the unnecessary of this division from an epistemological perspective. Although Siegel (2006) clearly illustrated this division, he failed to provide any further frameworks for future researchers to work on. The prevailing debates regarding the status of qualitative research in the social science field were clearly influenced by a report from the National Research Council (NRC) in 2002 in the United States. Moss (2005) reported that an oppositional stance between qualitative and quantitative researchers was reinforced. These debates centred on regarding qualitative methods as less scientific. Writers such as Berliner (2002) disputed this label on qualitative research as 'soft science' due to it being perceived as less objective in a traditional scientific perspective. Moss (2005) further tried to reconcile this situation by providing principles for qualitative research. Ericksom & Gutierrez (2002) and Feuer et al. (2002) also questioned the 'scientific' objectivity in its application to qualitative research. Salomon (1991) also attempted to devise a different approach on the evaluation of research quality, such as an analytic study versus a system study. Rolfe (2006) disputed such attempts to find a framework for assessing both qualitative and quantitative works; he questioned the fitness for any predetermined criteria for qualitative research. He further critiqued the rigour in many qualitative research was secured by a false adoption from the quantitative research paradigm. His observation of qualitative research served as an umbrella term for many methods which was also supported by others, e.g. Whittermore et al. (2001) and Morse et al. (2002). The nature of qualitative research and the diversity within this term makes it challenging for any scholars to devise a universal criteria for all qualitative methods. Although Rolfe (2006) disputed many attempts of such works,

he still advocated the rigour of qualitative research can be ensured by a reflexive process.

Despite all the debates regarding frameworks for assessing qualitative research and its rigour, Guba & Lincoln (1985) used 'trustworthiness' to substitute reliability and validity in terms of the rigour in qualitative research. Ever since its introduction, it has been accepted as an essential concept for qualitative research by many writers, such as Sandelowski (1986), Manning (1997), Morse et al. (2002) and Rolfe (2006). Although the concept of trustworthiness had since been further extended to other concepts such as catalytic and tactical authenticity (Guba & Lincoln, 1989), it was still regarded by Mose et al. (2002) as seminal and pertinent. Rolfe (2006) summarised Guba & Lincoln's (1985) concept into three sub-concepts, and he further coupled them with similar concepts from positivism. These sub-concepts are: 1) Credibility - which corresponds with the concept of internal validity 2) dependability - which relates to reliability 3) Conformability - which Rolfe (2006) did not find an equivalent term for, but he referred to it as an issue in presentation (styles).

Sandelowski (1993) further reviewed the concept of trustworthiness and its linkage with rigour, reliability and validity; she concluded that research is trustworthy if the reader of the research report judges it to be so. Rolfe (2006) agreed with this and noted this as '*a fundamental shift in the responsibility for judgement of quality from the producer to the consumer of the research*' (Rolfe, 2006 p.305). Nonetheless, many writers (e.g. Graneheim & Lundman, 2003 and Hope & Waterman, 2002) still attempted to devise ways to assess the trustworthiness of a qualitative research by developing frameworks focusing on validity. Even Sandelowski developed a check list for the assessment of qualitative research (Sandelowski & Barroso, 2002 p.87-108). Whittemore et al. (2001) investigated the validity issues within qualitative research; their conclusion was similar to that of Sandelowski. They both stressed that an honest and forthright investigation can ensure trustworthiness; Whittemore et al. (2001) further highlighted the need for critical reflection in qualitative research. This is coherent with the reflexive process advocated by Rolfe (2006).

Following the previous discussion, a reflexive process was seen as an essential strategy to tackle the issue of trustworthiness in qualitative research. It was significant that Tillema et al. (2008), Orland-Barak (2002) and Wasser & Bresler

(1996) all reported the benefits of the reflections and subjectivity in qualitative research. Subjectivity was reported as a beneficial approach to represent the interaction between researchers and their object of study (Tillema et al., 2008). This echoed with Sandelowski's (1986) early work, which she stated that '*engagement with rather than detachment from the things to be known is sought in the interest of truth. Qualitative researchers acknowledge the complexities of this kind of involvement with subjects but view the benefits of it as far outweighing the liabilities*' (Sandelowski, 1986 p.34). Although the concept of subjectivity seemed to be favoured by many writers, there were still debates concerning its position within current research paradigms. For example, the debates between Clark (1994), Barone (1994) and Eisner (1994) were documented; although their debates were largely focused on the area of epistemological and ontological issues, it was still significant to notice the debatable nature associating with qualitative research. This could be attributed to the polarisation commented upon by Ercikan & Roth (2006).

Morgan & Drury (2003) argued that subjectivity is essential to all qualitative methods, they stressed that subjectivity is a key component of data generation. It was also reported as a means of getting close to the experiences of participants. Combining all these, it is clear that subjectivity could reveal the close observation in its contextual meanings and bring out the unique findings true to the participants. This process could further contribute to the trustworthiness of the study, and then ultimately achieve the rigour in a qualitative research sense.

Lincoln (1995) argued that critical subjectivity is to recognise the ability of meaningful research experiences to heighten self-awareness in the research process and create personal and social transformation. Within in this study, I have to make judgements (see 5.4.4 p.88) and look for explanation (see 5.4.5 p.89). I also undertook interviews and focus groups with participants. They are procedures/methods strongly associated with subjectivity. Through the understanding of subjectivity, trustworthiness and rigour in qualitative research, the reflections of my own subjectivity will add more essence to this study. Combining these (subjective judgements and explanation) with my personal reflections in the first (see 1.1 p.1) and final chapter (see 10.6 p.316) of this thesis, it will allow the reader to make further

judgements. This is also coherent with many writers' arguments, such as the one made by Sandelowski (1993).

5.4.8 Ethical considerations

Prior to the data collection, the procedure of this study was approved by the Humanities & Social Science Research Ethics Sub-Committee (HSSREC) in the University of Warwick. A written introduction of this study was sent to all participating schools. Full discussions with relevant teachers/coordinators and governors were also carried out to ensure the least intrusion which this study might cause. All procedures of this study and its purposes were also fully explained to any relevant bodies.

All data, as explained previously, was collected and confidentiality assured, for example, all the questionnaires were coded in an anonymous manner. When audio recording was necessary, a written form of consent was obtained from participants and a clear verbal explanation was also given to confirm their consent. For example, all recorded sessions only started after consent from participants was received.

In order to achieve further anonymously, both quantitative and qualitative data was anonymously coded. For example, the code [T1-t1] for interviews only represented the data from T1 (school 1 in Taiwan) and t1 (teachers 1 in this school). This provided enough identification without jeopardising their true identify.

During the process of interviews and focus groups, it was noted that some identification was named within. In order to eliminated any breach of ethical considerations for this study, they were all coded anonymously (e.g. Mr. X). There was no information passed between schools to ensure mutual confidentiality.

Overall, the objectives of this study were clearly outlined for all participants. All procedures were conducted in a confidential manner, and all data was only handled by myself in order to comply with my original considerations for research ethic issues.

5.5 Conceptual framework

The lack of dedicated theories was noted in the discussion in the previous chapter, therefore the construction of a theoretical framework will be helpful for understanding sex education. Apart from this, there is another rationale for presenting the prior understanding of relevant theories and concepts; it is a treatment for the quantitative element in this study. Gall et al. (1999) summarised the differences between quantitative and qualitative research, it was concluded that the fundamental difference between them is the epistemological approach. It was argued that the differences are caused by the perspectives from positivism or interpretivism. They further summarised their differences into several characteristics (research stances). One of the characteristics of quantitative research was “*use preconceived concepts and theories to determine what data will be collected*”. This showed that it was essential for a conceptual framework to be formed prior to this study, at least for the purpose to identify the area of the study in regard to the quantitative elements involved.

In summary, the inclusion of a conceptual framework could be accounted for two reasons. Firstly, it was an attempt to contribute to the understanding of sex education. Using the evidence from this study to refine this framework could compensate the lack of dedicated theories in this field. Secondly, it was a map that gave coherence to the research. In this case it provided a work in progress hypothesis as to how the various elements involved in sex education interact to create the phenomenon (i.e. the perceived practice of sex education).

5.5.1 Reference for the development of my conceptual framework

The development of the conceptual framework of this study was based on the adoption of various theories discussed in Chapter II. One of the theories adopted for this framework was the Health Belief Model. It was one of the most widely used theories among health education researches. It also provided a clear identification for sex education to be considered as an important factor for health outcomes.

The Health Belief Model provided some indicators and factors to my conceptual framework. These indicators were listed as intrapersonal factors as they indicate the

inner process of a person. However, some of these factors many also interact with some others (e.g. those of interpersonal factors).

5.5.2 Defining sex education in the framework

Although sex education is normally regarded as an institutional education, its multi-dimensional education characteristic is still clear through previous discussions. Therefore, this framework clearly illustrates factors beyond schools/institutions. However, in order to make this study manageable and feasible – and also being able to provide in-depth results, I have to narrow down the definitions of sex education in this study as a school curriculum to provide knowledge in all aspects of sexual matters.

5.5.3 Identifying factors of sex education

Factors outside schools

Four factors were identified which could influence sex education. They are as follows:

Government legislation/ Education policy

It was clear that policy change and legislation regarding sex education influenced the practice and general consensus regarding sex matters (including sex education). For example, the political debates regarding sex education in England, which was illustrated in previous chapter.

Organisations/Publishers

The introduction of new policies or legislations often brought new agencies/organisations and the relevant publication also represented a social recognition of this. For example, the uniformity of content between textbooks in Taiwan was noticed as a means to carry out the sex education.

Parents/Family

This factor could be seen as an element from a socialising perspective, the influence of it directly or indirectly in pupils or sex education could be important. For example, the role of parents in learning sexual knowledge, the importance of this was noted in many studies (e.g. Measor, 2004).

Other sources/ Media

This was suggested by the social learning theory - the importance of 'models'. Therefore, it was apparent that other sources/media may influence sex education. The importance of various sources for sexual knowledge was illustrated by many researchers. (E.g. Somers & Surmann, 2005)

Friends

This factor was similar to some previous factors, but it can be seen as a factor which could have existed both outside and inside school. The rationale for this can be perceived from the same reference as the previous factor.

Factors within schools

Governors/Coordinators

The role of governors/coordinators was an influential factor for sex education. It was clear as, for example, the 'discretion' for governors among English schools regarding the choice of sex education, which was illustrated in the previous chapter. However, this factor was not perceived among studies in Taiwan.

Teachers/Tutors

The role of teachers/tutors was the direct practitioner for sex education. Its role in sex education is clearly seen in many studies.

Sex education

Sex education in the framework was clearly defined as a school curriculum; the practice of it and its consequences was the focus of this study.

Pupils

Pupils are the direct receivers for sex education. It can be seen as a direct consequence from the teaching of sex education.

Links between factors

Various links were proposed in the framework, however, it is noted that they are all developed thorough the understanding of other theories and relevant studies. Some of these links were clearly illustrated in empirical studies (e.g. the factor of policy/publisher was clearly illustrated in studies in Taiwan), but some are not so clear. Therefore, the modification will be achieved towards the end of this study for a clear identification of these factors and their relationships.

Conceptual Framework for Sex Education

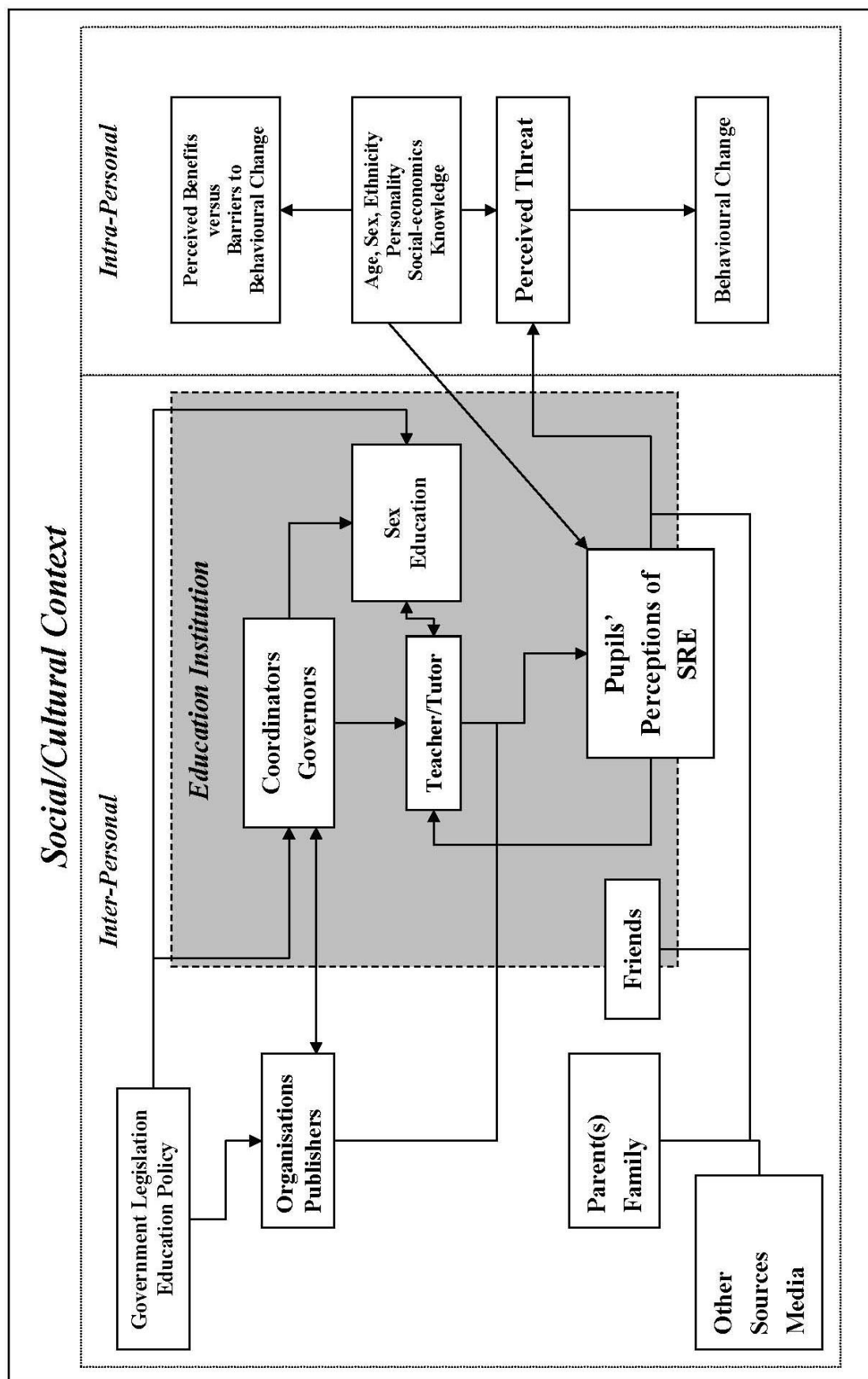


Figure 5.1 Conceptual framework for sex education

5.6 Conclusion

Through the journey of exploring methodology, the considerations for adoption proved problematic. In order for the focus of this study to remain on comparing sex education between Taiwan and England, I decided to take a more comparative stance.

The method which I defined as ‘multi-scenario approach’ provided a neutral sampling in each participating school. I collected the data from each school with similar standards; this process helped me to compare them without any preconceptions. This approach did not violate definitions from the methodology discussed above, and it provided sufficient evidence to this inquiry.

The process of gathering ‘scenarios’ from schools is further defined by my research design; methods and instruments used were the same in all schools. Therefore, these ‘scenarios’ were sampled in an identical process; this further supported my comparison between them.

The insights from grounded theory provided some basis for building a ‘theory’ and some of the characteristics of qualitative paradigm. However, the learning of this further demonstrated the methodological struggle of this mixed method approach. I acknowledged the theoretical background of different approaches; however I was cautious about adopting them all. It would be a risky and ambitious task to make; the adoption would cause some inevitable tension. For example, the adoption of grounded theory may violate my initial ‘theoretical hypotheses’. Therefore, the main approach as a comparative research was adopted, and some methods from other paradigms were also used. However, I did not refer to them by using their conventional terminology. I would treat them merely as ‘informed’ methods; this cautious attitude would eliminate the possible ‘violation’ between research methods.

I have adopted some sophisticated statistical methods; they proved invaluable to my examination of the data. They also provided robust evidence for further discussion. My conceptual framework was developed for my prior understanding of sex education. It illustrated my conceptualisation of sex education and the integration of knowledge (theories) of sex education.

In order to fulfil the theoretical basis for statistic analysis, I have adopted a null hypothetical stance (neutral) for the presentation of data, especially for quantitative data. I only took a more critical attitude when discussing the results, the neutral attitude adopted in the presentation is merely to represent the attitude from quantitative methodology.

Chapter VI The Findings of Sex Education in Taiwan

6.0 Introduction

This chapter discusses the findings of sex education in Taiwan. Firstly, I will discuss the characteristics of predicated schools in Taiwan. Secondly, findings of teachers' interviews will be presented. Thirdly, findings from pupils' questionnaires and focus groups will be illustrated. Subsequently, I will compare data from the two schools in Taiwan.

6.0.1 Introduction to participating schools in Taiwan

Sex education was delivered within the subject of Health Education nationwide. Due to the nature of the design regarding sex education in Taiwan, it covered a lot of topics.

Most of these topics were delivered in a very similar fashion across schools. A lot of frequent and ongoing training programmes were also widely provided, but the support from authority and schools was limited. These were distinctive traits of sex education in Taiwan.

There were 2 schools involved in this study from Taiwan. In order to keep these schools anonymous, I used the following codes to represent them:

- Code T1 for the school in Taipei City, Taiwan.
- Code T2 for the school in Taipei County, Taiwan.

T1 - Taipei City, Taiwan

The first school in Taiwan was located in central Taipei City; it was considerably smaller than its counterparts in Taiwan (total intakes are approximately 900). However, it was still relatively similar to the size of comprehensive schools in the Midlands, England. It was considered as an urban school with its compact space and prime city centre location. Its pupils all lived around the school. All year eight pupils (age around 13-14) were involved in this study. Due to its size, there was only

one Health Education teacher in this school who was in charge of most of the aspects of sex education.

There were 284 pupils' questionnaires collected from 8 tutor groups (classes), but after examining the collected questionnaires, 3 of them were eliminated. Therefore, there were 281 valid pupils' questionnaires which formed the data of T1.

There was one teachers' questionnaire collected from T1. It is from the only health teacher from T1 (the reasons for not using this data was discussed in the previous chapter).

Demography of participants in T1

There were a total of 281 questionnaires collected in T1. There were 136 questionnaires from female students (48.4%) and 145 questionnaires from male students (51.6%). It was very close to the predicted value of 50% for each gender.

	Frequency(n)	Percent
Female	136	48.4
Male	145	51.6
Total	281	100

Table 6.1 Gender distribution in T1

T2 - Taipei County, Taiwan

The second school in Taiwan was located in Taipei County, which was about 5 miles outside Taipei City. It was a relatively large school; both in the number of its staff/pupils and the extensive size of its campus in a suburb/residential community (Total intakes are approximately 3000). It was a very typical Taiwanese secondary school which was situated in a busy and crowded residential area. All the year eight pupils in this school were involved in this study. Because of the large number of its pupils, there were 5 Health Education teachers in this school. All of them were trained and qualified Health Education teachers. There were a total of 1073 pupils' questionnaires collected in this school, but 15 of these were invalid or incomplete. Therefore, there were 1058 valid pupils' questionnaires used for the data of T2.

Demography of participants in T2

There were total a total of 1058 questionnaires collected in T2. There were 516 questionnaires from female students (48.8%) and 542 questionnaires from male students (51.2%). It was very close to the predicted value of 50% for each gender.

	Frequency(n)	Percent
Female	516	48.8
Male	542	51.2
Total	1058	100

Table 6.2 Gender distribution in T2

6.1 Findings of teachers in Taiwan

6.1.1 Finding of teachers in T1

Feelings/Attitude towards sex education

Sex education in the school

There was only one Health Education teacher in T1 due to its size. She taught all the classes in T1. She confirmed that sex education was taught within Health Education in T1 with very affirmative answers. Apart from Health Education being the main channel of delivering sex education, she also identified that sex education also existed in Counselling Activities and Citizenships. However, the focuses were different between curricula.

“Yes, it (SE) is within Health Education, but you can also find some in Counselling Activities and Citizenships.....it is more about dating and relationships in Counselling activities and laws/regulations in Citizenships.”

Satisfaction with sex education

She also expressed a relatively high satisfaction with sex education; because she was confident and believed her capability to deliver it.

“I think it is quite good, because it is within my abilities. I don’t need to spend extra time for it; it can be done within the structured timetable.”

Suitability of sex education

She believed the current sex education was relevant to pupils and it needed to be taught. However, the preparation of sex education also needed to be addressed.

“I think it (SE) is quite relevant to their life.....this part of Health Education is really important and needs to be taught. I would also need to spend some time preparing it.”

Gender issues in sex education

She believed that being a female teacher actually helped her to deliver sex education. She also felt that mixed gender groups were beneficial to sex education, because it could promote mutual understanding between the sexes. However, she also noticed that there were different responses from different genders on the topic of STIs.

“...I actually think that being a female teacher helped my teaching...I noticed that female and male students had different responses when it comes to the topics about physical/medical knowledge, especially STIs. Male students had higher spirits and enthusiasm of this topic ...”

Topics within sex education

Preparation of topics within sex education

A lot of topics were covered in sex education in T1, she categorised them into two domains: Affective topics and Knowledge topics. She had more difficulties of delivering affective topics due to the need of preparation for these topics.

“It is harder for me to prepare these topics (affective), because it is unlike passing on knowledge; it is more guiding. . I can not tell them the list of things to do or not to do. I have to use examples to show them or listen to their thoughts. All of these will take some effort. “

Views on topics within sex education

Among all the topics of sex education, she found topics relating to STIs the most interesting and felt most confident when teaching them. However, this reflected that this topic was one of the less affective topics in sex education. This perhaps

indicated that she was less comfortable when teaching affective topics in sex education. She found topics of STIs were not so helpful for students; she thought that topics about relationships were more helpful.

“I am quite confident of teaching the topic of STIs, and I think it is interesting. It has always been an easy topic to tackle, because students were very interested in this topic. Although this part is not very helpful to them, in comparison with other topics.It can be understood as other physical diseases. There are very little affective elements within. It is mostly about passing on knowledge.....The most helpful topics to students, in my opinion, are love, relationships, breaking up, lust and relevant issues.”

Teaching/Learning methods

Preparation of teaching sex education

There were clear difficulties of teaching affective topics, she emphasised it here again by stressing the nature of these topics caused the difficulty. Different methods could have different reactions in different classes; target students' innate traits and the ethos of the class could also be an important factor of the outcome. However, she also believed that a teacher's personality is an important part of the efficiency of each method.

“...Affective teaching, guiding, all of theses need a lot of effort, I don't think it is actually to do with anything else but the nature of these topics....A lot of these methods would actually depend on the class itself....some classes you just can not use a casual approach...I think the difference between classes is about the class. Different classes may have totally different reactions to the same method.....But I have heard some teachers in other schools were very successful with this part (affective teaching). I think this is down to the difference in teacher's personality. “

Pedagogy of sex education

Teaching methods adopted in T1 were giving lectures and demonstration. Discussion was considered as a planned method to be used in the near future, but there was still some uncertainty of its efficiency or adequacy. Increasing interaction between teacher and students was singled out as an important future plan, after realising the importance of affective topics. She expressed the need to address these topics by adopting a more interactive method - group discussion.

“I mainly impart information in the classroom by talking to them, showing them some models, photos.... at the present time, I am still collecting information which I am planning to use group discussion in the next semester. The reason for not being able to use it now is that I don’t know how it will turn out....there are a lot of things to be controlled. I will need more time to prepare. This is my obstacle... I want to hear their voices and thoughts, and I can also use this feedback as a means of evaluation...I want to have more interaction with them. I want to have more affective teaching.”

Acceptance of teaching/learning methods

Students generally accepted the current implementation of sex education in her opinion. Her explanation for this was that students had a high interest in this subject regardless of method adopted. Apart from teaching in classes, answering students’ queries was also an important way of delivering sex education.

“I think for the knowledge part they can accept it easily. For the mental (affective) part I think their acceptance is okay.They are quite interested in these topics. They don’t usually have the chance to understand these topics outside these courses.I told them that they can ask me questions privately. Even if they are not comfortable to ask me, they can pass a note to me too. I think this is a good way to help solve their problem. “

There were outside speakers involved in sex education in T1, but it was usually held in Counselling Activities; she believed students liked this format.

“There is no such thing (outside speaker) in Health Education, but you can often find it within counselling activities. They usually conduct these activities during assembly time. It is about the topic of relationships, I think students should like it ...”

Assessment of sex education

Paper based examination was used to assess some of the learning of sex education. There were very few other ways adopted to evaluate this by her, apart from seeing their reactions or asking them directly.

“...I can only tell from the observation I have during classes, seeing their participation and reaction. There in no other special way, I sometimes ask them after classes....”

Training for teachers

Initial training for teachers

Teacher's initial training helped her to shape some fundamental skills of teaching sex education, especially learning of how to design a course. It also helped in understanding the practical issues associated with sex education. However, an ongoing learning process was regarded by her as the key to successful teaching of sex education, which could not be obtained from the initial training.

"It (initial training) is usually about how to design a teaching activity...I think it is very helpful....you can bring this out and directly use it in your classes....it also raised my awareness of some issues of sex education. I found it sufficient enough (training), however, I still need some extra training or be able to gather more information afterwards. My current teaching is more about continuously finding new information and learning from experience. All of these processes are not possible during my initial training."

Ongoing training for teachers

Conferences for teaching were very useful in her opinion. Depending on their subject, some were more helpful than others. These conferences were held on a regular basis. She believed that the most helpful element of them was not the activities involved but discussion and sharing between participating teachers.

"Conferences are held regularly, I have been to several in the past 12 months...Most of them I found helpful, but it still depends on its topic...The most helpful thing happened during these conferences is the chance to share your thoughts and resources with other teachers. That is fantastic. "

Benefit of training

She believed that training could improve her teaching. A lot of relevant information was obtained during training, which could be very useful after some personalisation.

"I think my teaching can be better, but it will take time to try. It also takes time to get ideas from training...during these conferences, we can get a lot of information. We can learn other teachers' ideas or designs. I will need to digest it and make it myself."

Difficulty within sex education

Resources for sex education

There were teaching materials provided by publishers of textbooks, but they were not enough in her opinion. Extra materials had to be made; these hand-made resources were more durable. The internet was also an important source for gathering information; a lot of materials could be found and adopted in teaching.

“Publishers usually provide me some slides and models for demonstration, but I also need to make a lot of other things. Their stuff doesn’t fulfil all my need...I have made some stuff a long time ago when I was in university and when I was a student teacher. These last quite a long time; I still use them now...If I need more information I usually use the internet. Internet is a very important part of my teaching. I can get a lot of information from it...I usually visit some official websites run by the government or relevant organisations.”

Accessibility of resources for sex education

There were a lot of resources outside school, but some of them involved payment. Support from school was somewhat limited; teachers needed to pay for it if they want to use it urgently. Therefore, most materials used in her teaching were free.

“Most of the time I use the internet to search for materials, but some of the stuff I found I actually need to pay for...So far I haven’t used any of these non-free materials. ...there is a budget from school, but I need to apply for it a long way beforehand. They (school) support me, but a lot of time I just need to buy it myself if I want to use it now. ...”

Practical difficulty within sex education

She felt that they had enough time to teach sex education, but she also acknowledged a heavy reliance on paper-based tests. She also expressed concerns about the unclear impact of sex education on students’ behavioural change.

“I think we have enough time to teach sex education at least in my curriculum (Health Education). I always choose to teach the physical/medical contents first, then relationship in the latter sessions. Simply due to the fact that it is easier to have paper based tests for these former topics....It is really hard to evaluate the learning of relationships by adopting paper tests, therefore I usually teach them after the monthly tests...it is much easier to evaluate the learning of knowledge...But when it is about the affective topics, it is impossible to know whether the actual programme makes any

differences in their future lives. I won't know if they actually make any better decisions in real life after the course or not. "

Support for sex education

There was little support from the school, but this also reflected its policy of non-intervention. The only acknowledged restriction was the time; no other regulations were mentioned.

"I have to decide what I want to do...I have very high autonomy ...school will only restrict my timetable, they don't interfere my teaching."

Views on sex education policy

Views on current policy

She had a positive view on the current policy.

"I think it has all the necessary issues. I am quite happy with it."

She believed that policy (guidelines) of sex education was a good source of reference, but it would remain as a reference. She also noticed a gap between policy and practice regarding the difficulty to follow policy in practice.

"So far I think I am quite free about my teaching. The only restriction is my own personal time. The policy is very important; I treat it as a good reference. It is still up to the teacher, but it is quite difficult to actually practice it word by word. It is still a reference only, but a good one."

Views of textbooks

There were several textbooks available in Taiwan; approaches among them were perhaps different. She stressed that the choice was all down to the teachers' preferred style of teaching.

"They (textbooks) are different....I chose the one I find more suitable to my teaching style....some other textbooks are not so good in the areas I find interesting....."

Suggestions for improvement in sex education

She believed that there was room for improvement on this issue. She further stressed that more creative activities should be adopted in sex education and more

training should focus on the teaching method. This would help her teaching of sex education and other topics.

“There are some things which need to be improved, for instance more activities....Although not all conferences are about sex education, but those about creative teaching etc. were very helpful to me. I can learn a lot in those sessions. “

6.1.2 Finding of teachers in T2

Feelings/Attitude towards sex education

Sex education in the school

Sex education was widely taught in a lot of the curriculum, but mainly in Health Education in T2. However, teachers also noticed that there are relevant contents of sex education in other subjects e.g. Counselling Activities, Citizenship.

“... you can find it (SE) in my teaching- Health Education and others like Counselling Activities, Home economy, Citizenship....” [T2-t1]

Although sex education could be found in many different subjects, a different approach would be taken by each faculty. The issue of physical health of sex education was the main characteristic for Health Education, which was unique from other subjects.

“....we (Health Education) talked more about the physical parts....” [T2-t4]

“...I think the physical health is something which is only mentioned in Health Education.....not in other subjects...” [T2-t2]

“...most of the aspects of sex education are covered in my teaching (Health Education).....but it still depends on the contents of each teacher’s choice” [T2-t1]

Overall teachers were all agreeable with the existence of sex education; sex education was also presented in different curricula with different emphasis.

Satisfaction with sex education

Teachers were not completely satisfied with current sex education due to various external factors such as the support from school; but in the general teaching part, it was acceptable in their opinion.

“...in my teaching class, I think the standard of sex education is acceptable...However, as a whole in the school, I am not so happy about it.....” [T2-t4]

Their dissatisfaction with sex education was due to the uncertainty regarding pupils’ practice of theory in their current and future lives. Teachers were cautious about the outcome of sex education, especially the behavioural change.

“.....it is very hard for me to say either way...I found that they sometime learn one thing at school and doing another way in real life....I find really hard to change their behaviour...” [T2-t1]

Teachers were confused by the lack of school ethos regarding sex education at present; although the autonomy of teachers was respected. The governing body of the school rarely interfered with the teaching of sex education, and teachers also did not interfere with each other’s teaching.

“.....I can’t really see any policy from school....we can decide our teaching strategy...we (Health Education teachers) do tackle each issue in different ways...” [T2-t2]

Suitability of sex education

They believed sex education was fully accepted by pupils. Pupils were enthusiastic about topics within sex education due to their curiosity. They also felt it was normal to talk about these issues at this stage (secondary school).

“...I found their spirits are higher in these classes...they just entered puberty, it is natural to have interests in sex...” [T2-t2]

“...I think it is a very normal thing to talk about these issues ...” [T2-t1]

They felt that the current contents in textbooks were suitable and relevant to pupils’ lives. However, there were some issues such as relevant news that needed to be further addressed if there had been sufficient time.

“..all the contents are adequately chosen....but some extra topics I will bring it up only after finishing all the things in textbooks...especially if it is in the current news or something I think it is important...” [T2-t2]

The suitability of the curriculum varied from class to class. The atmosphere in each class was individual and unique. Similar standards were maintained, however some classes might be given more information on some issues.

“..the atmosphere in each class is different, their responses are different too...I always tried to make the difference between them as small as possible...if they ask more questions, of course I will talk more ...” [T2-t1]

“..the same teaching had different suitability in different classes. It depends on their responses ...” [T2-t4]

Suitability of the curriculum also relied on the method adopted by teachers. Relating course contents to pupils' lives was stressed as a means to help pupils' understanding.

“..some topics depend on the way that the teacher is using to guide the pupils in order to make them understand ...” [T2-t4]

Gender issues in sex education

Teacher's gender might affect the preferred method of teaching sex education. However, they believed it did not change the standard of sex education, as long as the teacher had positive attitudes toward these issues.

“...teachers of different gender may choose different way of teaching sex education...” [T2-t1]

“...I think as a female teacher, it helps my teaching of sex education...female students like it and male students also have similar feedback ...” [T2-t3]

“...It is not important, all I have learnt is to face these issues with positive attitudes...it is nothing to do with my gender...” [T2-t4]

A mixed gender class was the conventional way of sex education sessions; it helped each gender not only understand themselves, but also each other.

“...I have never taught any single gender classes...it is not necessary to separate them. They should have the same values regardless of their sex....” [T2-t1]

A different level of participation between male and female pupils was noted. Male students generally had higher participation in sex education; they engaged more in these activities.

“...the difference is obvious, girls are quieter and boys are a lot more playful in these topics....” [T2-t4]

“...It is usually boys who participate more in my classes, girls are much calmer” [T2-t2]

The reason for this difference was considered being the result of personality differences at their current age.

“...it is about their personality...boys are more outgoing and females are softer and gentle at their age” [T2-t2]

Topics within sex education

Preparation of topics within sex education

Topics within sex education were easier to prepare because it always attracted students' attention. However, some topics were harder to prepare due to the lack of connection between them and students' current life.

“...SE is easier because students like it generally....the harder bit is that some topics they just can not sympathise at their current age ...or are not related to their life.” [T2-t1]

Affective topics took a longer time and required more effort to prepare; they needed to be thoroughly planned. Sometimes it was hard to predict the outcome of lessons. The less tangible nature of these topics made them a challenge for teachers.

“...when it comes to psychological (affective) topics, I spent a lot of time preparing them....you need to guide them through....not always the case I want them to be.....all these are not tangible....hard for them to understand....” [T2-t1]

Views on topics within sex education

A lot of different topics were covered in sex education. It was further stressed that contents/topics would need to be modified through time. New topics would need to be added and those no longer relevant removed. When the lack of understanding or confusion was noticed during teaching sessions, it was necessary to focus on these specific topics.

“...Although there are lot of topics within, but it will never be enough...actually all the contents change along with time.....sometimes even the same topic, you will have different result in different class.....if they don’t grasp the ideas of something, I will spend more time on it of course...” [T2-t4]

There were some topics which perhaps needed more emphasis e.g. relationships; as pupils could easily relate to them. There was a reoccurrence of some topics, and the teacher needed to use different, innovative methods to tackle these issues in order to bring new level of meaning to them.

“...relationships are limited in the current textbook....safety issues too...” [T2-t2]

“...it (textbook) always separate one topic into several smaller topics, which sometimes is quite repetitive ...” [T2-t1]

“...Now I am using this method to teach them...when it is the same topic later...I will show them something else, watching some videos perhaps...” [T2-t2]

Some topics reoccurred in the textbooks too often due to their structure. Teachers needed to plan the entire curriculum (chronologically) in advance with the view to minimise these reoccurrences.

“...the design is a spiral one, it is to remind them every so often and talk a bit more every time...I need to adjust it myself to prevent them from feeling the topic is repetitive ...” [T2-t4]

Teaching/Learning methods

Preparation of teaching sex education

Affective contents were more challenging to teachers, but these were likely to be very important issues in sex education. Developing relevant simulation activities in these topics was essential; these took more time and effort to plan. Interactions and responses in these topics were hard to predict, and a teacher’s instant modification of delivering strategy was often required.

“.....in affective topics, I usually do discussion.....it is very hard to present it in words...sometimes there are responses under or more than my expectation. I have to reply it right away according what’s happening....” [T2-t4]

“..It requires some planning of situation, it takes time.....I am not too bothered about it, because I find these issues important.....” [T2-t2]

“...I find affective topics hard; because I need to create some atmosphere... it is hard for me.....” [T2-t3]

Pedagogy of sex education

The most common teaching method was lecturing. Some interactive methods were also adopted in order to have more participation from pupils.

“...I usually use two methods- lecturing and discussion...I really want to have more role-play and experiencing exercises, if I have more time....this would actually grab more attention from them....” [T2-t1]

Multimedia materials were used by some teachers to assist their teaching of sex education; they believed that these materials would present topics more clearly. Watching relevant videos also helped to create adequate atmosphere for further teaching activities, especially in affective topics.

“...I use multimedia materials in most topics...this help them to understand more....” [T2-t4]

“...I use videos when in less tangible topics...this helps them to concentrate on the topic I want to teach, so I can do some follow up activities....” [T2-t1]

Speeches or activities by outside speakers were occasionally held, but the effect of these was unclear (questionable in teachers’ opinions). Topics and methods used in these activities had a great impact on results. It was also argued that the effect of this method was restricted by the vast number of pupils and its location.

“...there are speeches...whether they like it or not, it depends on the person and the topic....” [T2-t1]

“...I don’t think it is any good....we are a big school....more than one thousand students for a speech, when you think about the location, the result would be poor apparently....” [T2-t4]

Acceptance of teaching/learning methods

They believed that acceptance of current methods was high; this could be attributed to pupils’ high enthusiasm of sex education.

“...I think they can accept it, I find they quite like sex education” [T2-t2]

“...anything to do with sex education, they always show high interests in” [T2-t3]

This acceptance could potentially vary between teachers. These slight variations between teachers could cause some lessons to be less positively received by pupils. However, this was only suggested by one teacher, it was not a shared view among all teachers in T2.

“...I think there are differences between teachers; it is not about their experiences or age. It is just some different phrasing and so on, but it makes students feel differently.....there is comparison between us sometimes....” [T2-t1]

Assessment of sex education

Apart from the paper examination, most teachers did not have any other specific means to evaluate the outcome of sex education except occasional observation. One teacher conducted pre-assessments in order to help her course planning, but this was a personal preference. The most common assessment was through asking pupils directly or checking their reactions during classes. This form of evaluation would require monitoring over a longer period of time in order to obtain a conclusive picture.

“...I had a survey of their thoughts beforehand...this will help me to know what they want...this is my method, I don’t think others are doing this....” [T2-t2]

“...I normally ask them when I have the chance...I will make some alteration according that.” [T2-t1]

“...I can tell it from their faces... it is hard to have a real form of evaluation, as there is not enough time... I can only tell it from their feedback in discussion afterwards...this is a long-term thing...it is impossible to do in an hour or a semester...” [T2-t4]

Paper based examination was a long-established method to evaluate learning in Taiwan. However, as sex education was not a subject in high school entry examinations, this created a contradictory situation. Teachers had more freedom about their choice of contents, but it also affected pupils’ attitude toward it. It was sometimes regarded as a less important subject due to the exemption from the entry examinations.

“...The good thing is that we don’t have the pressure, we can teach and they can learn it in a quite stress-free atmosphere...I can also add anything I want anytime if I see fit...but the bad thing is that they don’t actually follow what they’ve learnt. They

just want to pass the exam...I think the examination is still a very important thing for them...” [T2-t4]

Training for teachers

Initial training for teachers

The initial training in university period helped teachers in T2 to develop the ability of delivering sex education without feeling embarrassment. It also gave them ideas of how to present this issue in the current social context.

“It is still a conservative society here...the training helps us to cope with this issue and make us think it is normal to talk about it openly...” [T2-t4]

“...It helped me to develop the skills to talk about these issues with students...I won’t feel embarrassed by any of their questions...” [T2-t1]

Ongoing training for teachers

There was a lot of ongoing training for teachers, especially conferences for teaching. However, the opportunity of going to this training was limited due to the heavy timetable and alternative arrangements would need to be made by the teacher him/herself.

“...there are regular conference of teaching around, but they always held during working hours...you need to find someone to teach your classes if you want to go...it is not easy ...” [T2-t1]

“...most of these conferences you need to sort out your own timetables...although the school encouraged us to go...but it is just not feasible...” [T2-t3]

Therefore, teachers felt if the timing of this training could be made more accessible, they would attend more often. They believed the current arrangement of this training prevented their participation.

“...I had less chance to attend theses conferences since I start my teaching job in the school, and sometimes I found myself really wanting to go...if they can arrange it in school holidays/breaks, it will actually enable me to join them...” [T2-t4]

Benefit of training

Training could bring new ideas and information to teachers; it also enabled teachers to have more innovative methods of teaching.

“...they help my ideas and method of teaching...I can think about how I want to teach...” [T2-t3]

“...constant new information about teaching or materials definitely will help my teaching...” [T2-t3]

They believed that the format of training was less important than its contents. All information learnt in these exercises still needed to be digested and modified for further use. However, continuous provision of training was also suggested as a model which would allow teachers to access it with more flexibility.

“...the chance of leaning new information is more important...I still need to learn my way to do similar things afterwards, you can’t just copy what you see....” [T2-t4]

“...I don’t think the occasional training will help as much as a permanent institution or organisation...we need a long-term source for us to get new information when we need it...it must be a ongoing and long term thing...” [T2-t2]

Difficulty within sex education

Resources for sex education

There were different sources which sex education relevant teaching materials could be obtained from. The most common source was from the publishers of textbooks, there were materials accompanying textbooks. However, only some of these materials were actually used in their teaching.

“...I only use those from publishers occasionally...I only use it when in physical health parts...” [T2-t1]

They also mentioned books and internet being good sources of materials; especially as some materials (e.g. video clips) obtained from the internet proved popular with students.

“...I usually try to read some books or go on internet to find some shared materials...the media with sound or visual effects are really popular...” [T2-t2]

“...If it is something I am not familiar with, internet search is always proving fast and efficient...” [T2-t4]

Some government institutions or non-profit organisations also provided useful information or materials for sex education.

“...Department of Health or some other organisations have got some leaflets or posters; they sometimes will send them to us....” [T2-t4]

Accessibility of resources for sex education

The internet was widely used and it was perceived as one of the most cost-effective sources due to its accessibility. Within materials' copyright, teachers could easily modify or create something based on them at no cost at all. Teachers in T2 were familiar with this process.

“...I usually use internet, there are abundance of free materials there....” [T2-t2]

“...As long as it is within its copyright, I can change it and make it myself....” [T2-t4]

Government institutions did not automatically dispense free materials; personal enquiries must be made in order to obtain these materials or information.

“...They (resources) are there, but you need to look for it yourself...it is not that easy ...you need to order it over the phone or via internet...they don't just send it out...” [T2-t1]

Resources provided by non-profit organisations were limited, and the use of them often required some level of fees. Therefore, teachers were reluctant to use them due to the lack of funding. They were less likely to pay for something they could only use for a short period of time.

“...They (organisations) sometime provided me with some materials...but this only happened a few times...Many of these are really time related issues...you will not be able to use it again after a few years ...” [T2-t4]

“...They (organisations) normally charge a fee for using them...we don't have enough funding for it...It will put me off, I only use free stuff...” [T2-t1]

Practical difficulty within sex education

Lack of time was an issue of sex education; teachers believed that more time would allow a more comprehensive coverage of sex education. Most of the time currently spent within sex education was used for reminding students of the previous session, which could be solved by having more intensive sessions of sex education.

The lack of time on this subject also reflected on the amount of attention which pupils were prepared to give.

“...I only have 45 minutes a week and not all of this is for SE...I have to remind them what happened in the previous week, it is a waste of time...I always feel a bit rushed on a lot of topics...I wish we could have a continuous timetable to do this...” [T2-t1]

“...there is not enough time...We need to extend the curriculum, especially spending more time about dating and relationships...” [T2-t2]

“...when there is only one session a week, they won't pay much attention to it...” [T2-t4]

Support for sex education

There was support between teachers; especially among teachers in the same subject. Although there was no interference between each other, they would help each other when they needed to. Discussion between teachers was always a method to decide the general direction for teaching as well as sharing relevant information/materials.

“...we will discuss what we want to teach and we also help each other with no interference of course...sometime there is a confusion or misunderstanding between teachers. I think my perfectionism is respected after I explain what I am doing ...” [T2-t3]

The level of support from the school varied. Authorities in school respected teachers' autonomy, and there was rarely any intervention with their teaching. They also encouraged teachers to have more training. However, there was no specific facility (space/classroom) for this subject, which meant teachers found it quite difficult to teach some of the contents of sex education.

“...school won't interfere my teaching, they don't have a clear policy regarding this...on the other hand, they don't support us in physical/material terms...They are supportive in some ways. They want us to go to the training etc....” [T2-t2]

“...It is quite appalling that we don't have our own Health Education classroom...” [T2-t3]

“...without the specific classroom, we are restricted in certain methods...this stops us from doing a lot thing we actually want to do...” [T2-t4]

Views on sex education policy

Views on current policy

Policy of sex education was a reference for teachers to develop the course. However, the situation in the classroom was different from the policy, especially the different catchment areas meant different issues needed to be addressed, which the one policy and guidelines would not be able to address.

“...it (policy) is for the whole country. They will not be able to know what is going on here...this make it very hard for us to follow....” [T2-t1]

“...It (policy) is ok but just too strict in some ways...it is impossible for us to follow it completely, because we need to consider our students and our neighbourhoods...it is also very hard for me to reach it's target in the real classroom...It is just for some reference....” [T2-t4]

Teachers believed that the awareness of sex education in current society was somewhat lacking. The need for this subject was only mentioned when facing a serious problem. Some of the policy was far beyond their reach and hard to achieve in the current structure of the curriculum.

“...people don't pay much attention to sex education in Taiwan...it is a common thing here....” [T2-t1]

“...only when there is a problem, people start to think about sex education. In the end, we always have to take the blame...it is because they never thought about it beforehand...” [T2-t2]

“...some topic, for example, gender equity from the policy, it is just too hard to teach in class...it needs the right moment for...” [T2-t3]

Teachers were also affected by sudden policy changes at times, and they would have to alter contents of sex education to fulfil the urgent requirement from the government or other influential bodies.

“...I will add something according to it, because students would know about this from news...I need to do it...” [T2-t4]

Views of textbooks

Variations between different sets of textbooks were noted; however it did not impose any challenges to teachers. Teachers needed to decide their teaching and add more content regardless of which textbook was chosen.

“...there are differences, it is inevitable...even in the same textbook, different students will have different feelings, we will need to change the contents of it anyway...we need to make links between their lives and the description from textbooks...” [T2-t1]

“...they only make small changes every year and it usually not enough...we still need to digest it and make it work in our class...” [T2-t2]

Suggestions for improvement in sex education

The general awareness of sex education still needed to be raised. Although sex education was regarded as an important subject in school, the lack of support from outside the school was frustrating for teachers. Especially the awareness of parents; family education was an essential loop for sex education in their opinion, as students spent more time with their family than at school. Hence they believed a successful sex education programme depended on successful family education. Teachers did not feel they could tackle problems regarding sex education alone; a change of attitude from other parts of society was mentioned as essential.

“...a lot of problem actually happened outside schools, our effort is limited...family life is as important as our teaching...” [T2-t2]

“...do parents know what we are doing? They need to understand and do something to help students as well ...” [T2-t4]

“...the problem is way beyond what we can handle as a teacher; I can't do it on my own ...” [T2-t1]

Forms of educating parents were suggested by teachers. This would help towards building a more holistic approach of sex education in their opinion.

“...we need to focus on family and parents...if they can have a more positive thinking about it...it will be much helpful to our teaching ...” [T2-t4]

The claim for parents' involvement brought up an interesting situation encountered in T2. During the course of the interview, there was an interesting

incident noted in T2. A clear dispute over topics within sex education occurred between a form tutor and a Health Education teacher. The dispute was finally resolved by the Health Education teacher insisting her professionalism, and the topic argued remained in the syllabus.

“...sometimes teachers will interfere, because some teachers have been too conservative, they did not agree with the mixed groups in SE...I have encountered this kind of situation...I explained to him that he has to respect my decision and speciality. I insisted on my original opinion ...I convinced him, because he did not understand (my subject)...the female student thought masturbation was disgusting to mention in class...I thought it was very natural...she told her parents then the parents argued with the form tutor...I got the negative responses from the tutor...After explaining this, he finally understood. I also explained this again to students to let them know it is a very natural thing...” [T2-t3]

6.2 Findings of pupils in Taiwan

In order to make the presentation of data simple and clear. I have adopted codes for this part and relevant sessions in the tables for next few chapters.

Code	Meaning
1-1	Satisfaction with SE
1-2	Helpfulness of SE
1-3	Atmosphere in SE
1-4	Single sex SE
1-5	New contents
1-6	Interesting SE
1-7	More SE lessons

Table 6.3 Codes for questionnaire section I

6.2.1 Pupils' feelings/attitudes towards sex education in T1

Many pupils agreed with [Helpfulness of SE] in T1, and nearly half of participants also agreed with [Satisfaction with SE], [Atmosphere in SE], and [Interesting SE]. Many participants gave neutral responses to [More SE lessons], although the level of agreement is considerably higher than those who disagreed with this issue. There were more people who disagreed with [Single sex SE] and [New contents].

Overall, there were more agreements observed in section I, but there were a considerable amount of participants who chose neutral on most questions. Only

[Single sex SE] and [New contents] were the two which received more disagreement responses, especially so with [Single sex SE].

The result suggests that there were more students who showed satisfaction with sex education in T1. Similar patterns were also found with the attitudes towards the contents and atmosphere of sex education; more participants found sex education helpful, interesting and comfortable to be in.

The strong disagreement with [Single sex SE] indicates that more participants were in favour with the idea of conducting sex education in mixed gender groups. However, the result also indicates some concern with the contents of sex education regarding the reoccurrence of some topics. In spite of all the reservations shown above, participants in T1 still had a high wish for more sex education sessions in the future.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-1	N	43	88	142	7	1
	%	15.3%	31.3%	50.5%	2.5%	0.4%
1-2	N	57	128	91	4	1
	%	20.3%	45.6%	32.4%	1.4%	0.4%
1-3	N	42	76	146	15	2
	%	14.9%	27.0%	52.0%	5.3%	0.7%
1-4	N	13	20	107	78	63
	%	4.6%	7.1%	38.1%	27.8%	22.4%
1-5	N	16	49	116	76	24
	%	5.7%	17.4%	41.3%	27.0%	8.5%
1-6	N	42	87	138	12	2
	%	14.9%	31.0%	49.1%	4.3%	0.7%
1-7	N	55	55	157	14	0
	%	19.6%	19.6%	55.9%	5.0%	0%

Table 6.4 Pupils' level of agreement of section I in T1

Associations between feelings and attitudes

There was a great deal of interaction between questions found in this section. Noticeably, there was a high correlation between [Satisfaction with SE], [Helpfulness of SE], [Atmosphere in SE], [Interesting SE] and [More SE lessons]. This suggests that participants who had greater satisfaction with sex education would also be likely to have more positive opinions on other prospects of sex education. On the other

hand, [Single sex SE] had the opposite effect on all other questions apart from [New contents], this indicates that participants who preferred the idea of single gender sex education groups would prove likely to have more negative views in other areas.

In summary, the results suggest that people who had positive experience or opinions of sex education were likely to carry this view/attitude throughout other perspectives of sex education. They would also be more likely to favour the idea of sex education in mixed gender groups.

	1-1	1-2	1-3	1-4	1-5	1-6	1-7
1-1	1						
1-2	.556**	1					
1-3	.504**	.431**	1				
1-4	-.195**	-.220**	-.346**	1			
1-5	.082	-.007	-.065	.223**	1		
1-6	.570**	.522**	.518**	-.238**	.035	1	
1-7	.503**	.431**	.607**	-.376**	.016	.612**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6.5 Correlation of section I in T1

Gender differences in responses

There were differences found between male and female participants on [Satisfaction with SE] ($Z=-2.011$, $p<.05$), [Atmosphere in SE] ($Z=-2.416$, $p<.05$), [Interesting SE] ($Z=-2.395$, $p<.05$) and [More SE lessons] ($Z=-3.270$, $p<.01$). Female participants had significantly more disagreements with these four issues. This suggests that female participants had more negative experiences or views than male participants in T1.

		Mean Rank	Mann-Whitney U	Z	p
1-1	Female	150.21	8607.500	-2.011	.044*
	Male	132.36			
1-2	Female	142.44	9664.500	-.309	.757
	Male	139.65			
1-3	Female	152.06	8356.000	-2.416	.016*
	Male	130.63			
1-4	Female	131.86	8616.500	-1.913	.056
	Male	149.58			
1-5	Female	146.20	9153.000	-1.092	.275
	Male	136.12			
1-6	Female	152.04	8358.000	-2.395	.017*
	Male	130.64			
1-7	Female	155.74	7856.000	-3.270	.001**
	Male	127.18			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 6.6 Comparison of section I between genders in T1

Variations between classes/tutor groups

There were 8 tutor groups/classes in T1. There were differences found between groups, but only in [Satisfaction with SE] ($\chi^2=15.485$, $p<.05$). This suggests that all 8 tutor groups/classes in T1 had similar views/attitudes through most perspectives in this section, however, different tutor groups/classes had different levels of satisfaction with sex education.

	Chi-Square	df	p
1-1	15.485	7	.030*
1-2	13.898	7	.053
1-3	7.570	7	.372
1-4	13.661	7	.058
1-5	10.746	7	.150
1-6	11.310	7	.126
1-7	7.213	7	.407

*. Probability is significant at the 0.05 level (2-tailed).

Table 6.7 Comparison of section I between tutor groups/classes in T1

Views on the curriculum of sex education

There were sex education contents in several curricula (subjects). Health Education was the most mentioned one. In addition, Counselling Activities, Home Economy and Citizenship were also mentioned. Sex education in Health Education was regarded as a more holistic approach; other subjects were partially associated with sex education.

“...can find it in Health education, Citizenships, Counselling activities.....” [T1-g1]

“...Health Education talk a bit more about everything...other subjects talks very little...” [T1-g2]

Satisfaction with sex education

Pupils generally felt satisfied with sex education. The atmosphere of sex education was usually more cheerful and positive; this encouraged students to enjoy themselves more during sex education sessions. Sex education being a very practical subject also helped them to understand it and they found it useful.

“...it (SE) is not bad.....” [T1-g1]

“...we are satisfied with it...the spirits are high in SE.....” [T1-g2]

“...I don't feel bored in SE...it is always interesting and very practical....” [T1-g3]

Views on relevance of sex education

Pupils found some contents of sex education relevant and maybe helpful to their current life. Although some contents were not so relevant to them at the present stage, they believed it would be helpful and relevant to their future life.

“...puberty, friendships are close to our life now...others may be in the future....”
[T1-g2]

“...something like protecting ourselves. it is helpful to us now....” [T1-g1]

“...It will be helpful in the future ... you don't know when it will happen to you....”
[T1-g3]

Gender issues in sex education

Pupils of different gender had different levels of enthusiasm for sex education. Male pupils were more cheerful and playful during sex education, and female pupils were calmer and quieter.

“...boys are more cheerful and happy in sex education, in most times....” [T1-g3]

“...we girls are quieter and calmer about it....” [T1-g1]

Noticeably, female pupils felt that male pupils’ reaction during sex education was showing their immaturity and childishness.

“...I wish them can grow up...it is just very childish and immature....” [T1-g1]

Pupils did not believe that teacher’s gender would have any impact on their delivery of sex education. They also reported that the level of professionalism would be a more significant factor.

“...Their gender makes no differences, but how professional they are will...I think it is actually to do with their style of teaching....” [T1-g2]

“...not their gender...it depends on their teaching...whether they can get our attention or not” [T1-g3]

6.2.2 Pupils’ feelings/attitudes towards sex education in T2

Many pupils agreed with [Satisfaction with SE] and [Helpfulness of SE] in T2, and nearly half of the participants also agreed with [Atmosphere in SE], [Interesting SE], and [More SE lessons]. There was more disagreement with [Single sex SE], whilst results in [New contents] were very similar on both sides. Overall, there were more agreements observed throughout section I. [Single sex SE] was the only question which received more disagreement responses.

The results suggest that there were more students who showed satisfaction with sex education in T2. Similar patterns were found with the attitudes towards the contents and atmosphere of sex education; with more participants finding sex

education helpful, interesting and comfortable to be in. However, responses also indicated some concerns with the reoccurrence of sex education topics.

The strong disagreement with [Single sex SE] indicates that more participants were in favour of the idea of conducting sex education in mixed gender groups.

Overall, the result still reveals that more participants in T2 had a wish for more sex education sessions in the future.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-1	N	190	342	495	22	9
	%	18.0%	32.3%	46.7%	2.1%	0.9%
1-2	N	259	484	294	17	4
	%	24.5%	45.7%	27.8%	1.6%	0.4%
1-3	N	171	296	506	74	11
	%	16.2%	28.0%	47.8%	7.0%	1.0%
1-4	N	55	73	391	300	239
	%	5.2%	6.9%	37.0%	28.3%	22.6%
1-5	N	93	273	381	221	90
	%	8.8%	25.8%	36.0%	20.9%	8.5%
1-6	N	194	328	490	32	14
	%	18.3%	31.0%	46.4%	3.0%	1.3%
1-7	N	262	249	506	32	9
	%	24.8%	23.5%	47.8%	3.0%	0.9%

Table 6.8 Pupils' level of agreement of section I in T2

Associations between feelings and attitudes

Interactions between questions were found in this section. Noticeably, there was a high correlation between [Satisfaction SE], [Helpfulness of SE], [Atmosphere in SE], [Interesting SE] and [More SE lessons]. This suggests that participants who had greater satisfaction with sex education would also be likely to have more positive opinions on other aspects of sex education in school T2.

However, [Single sex SE] had the opposite effect on all other questions except [New contents], this indicates that participants who preferred single gender sex education groups would be likely to have more negative views on other perspectives.

Subsequently, the results suggest that people who had positive experience or opinions of sex education were likely to carry this view/attitudes throughout other different perspectives of sex education. Their views also reflected attitudes which were in favour of mixed gender groups in sex education.

	1-1	1-2	1-3	1-4	1-5	1-6	1-7
1-1	1						
1-2	.580**	1					
1-3	.450**	.468**	1				
1-4	-.080**	-.155**	-.225**	1			
1-5	.133**	.103**	.004	.193**	1		
1-6	.495**	.456**	.537**	-.202**	.099**	1	
1-7	.384**	.403**	.516**	-.277**	.013	.549**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6.9 Correlation of section I in T2

Gender differences in responses

There were differences found between male and female on [Satisfaction with SE] ($Z=-2.288$, $p<.05$), [Atmosphere in SE] ($Z=-3.921$, $p<.01$), [Single sex SE] ($Z=-4.485$, $p<.01$), [Interesting SE] ($Z=-3.012$, $p<.01$) and [More Sex Education lessons] ($Z=-5.415$, $p<.01$). In comparison with male participants, female participants in T2 had significantly more disagreements with [Satisfaction with SE], [Atmosphere in SE], [Interesting SE] and [More SE lessons] issues, but they had more agreements with [Single sex SE]. This suggests that female participants had more negative experiences or views than male participants. Moreover, more female participants also preferred the proposal of conducting sex education in single gender groups.

		Mean Rank	Mann-Whitney U	Z	p
1-1	Female	549.91	129307.000	-2.288	.022*
	Male	510.07			
1-2	Female	545.00	131838.000	-1.728	.084
	Male	514.74			
1-3	Female	564.59	121730.000	-3.921	.000**
	Male	496.09			
1-4	Female	488.21	118528.000	-4.485	.000**
	Male	568.81			
1-5	Female	544.48	132106.000	-1.617	.106
	Male	515.24			
1-6	Female	556.47	125921.000	-3.012	.003**
	Male	503.83			
1-7	Female	577.91	114855.000	-5.415	.000**
	Male	483.41			

**. Probability is significant at the 0.01 level (2-tailed).

*. Probability is significant at the 0.05 level (2-tailed).

Table 6.10 Comparison of section I between genders in T2

Variations between classes/tutor groups

There were 29 tutor groups/classes in T2. There were differences found between groups on all questions. This suggests that all 29 tutor groups/ classes in T2 had different views/attitudes throughout all perspectives in this section. However, the sample size and number of tutor groups/classes involved would also have influence on this result. The difference might only exist between some groups but not all of them.

	Chi-Square	df	p
1-1	92.903	28	.000**
1-2	79.023	28	.000**
1-3	79.876	28	.000**
1-4	46.748	28	.015*
1-5	60.816	28	.000**
1-6	75.269	28	.000**
1-7	92.763	28	.000**

**. Probability is significant at the 0.01 level (2-tailed).

*. Probability is significant at the 0.05 level (2-tailed).

Table 6.11 Comparison of section I between tutor groups/classes in T2

Views on the curriculum of sex education

Sex education could be found in several curricula areas, but the main curriculum for sex education was Health Education. There were also some occasional talks given in school, which was related to the issues of sex education, especially relationships.

“...Counselling Activities and Health, but there are more in Health.....” [T2-g1]

“...It is in Health Education...there are speeches sometimes; it is about relationships.....” [T2-g2]

Satisfaction with sex education

Pupils were satisfied with sex education; it was regarded as an interesting and useful subject. However, they also felt that there were not enough sex education lessons; and they want to have more new and interesting topics in sex education.

“...we are fairly satisfied...there isn't enough stuff in sex education, we aren't too happy about this.....” [T2-g3]

“...It is not bad... but it needs to add a lot more things.....” [T2-g2]

Views on relevance of sex education

Pupils believed that sex education was relevant to their life. Although some topics were not so relevant to their current life, they stressed that they will become useful in the future.

“...It is about our life, some of them at least...some things we will need to know in the future.....” [T2-g2]

“...what teacher taught us can really help us to deal with our life.....” [T2-g1]

Gender issues in sex education

Pupils believed mixed gender sex education group was a good method, because it would allow them to understand each other. They also noticed that male pupils were more enthusiastic about topics within sex education; they believed this helped to ease the tension of the class.

“...It is good, it helps the atmosphere...especially boys are really excited...they always make it very noisy...” [T2-g1]

“...when it comes to issues regarding sex, all of us need to understand everything regardless of your own gender...Boys always ask a lot of questions, and girls are normally quiet...” [T2-g3]

However, female pupils wished male pupils could control their excitement in the class because they sometimes perceived it as a disruption.

“...They (male pupils) are too childish...they should show some respect... Sometimes they become a bit of out of control; this is not helpful to the class...” [T2-g1]

Pupils also found that issues in sex education were sometimes presented in a gender stereotypical manner, which they found frustrating. They would prefer all issues to be presented on a mutual and fair basis.

“...a lot of stereotype...a lot about what girls should do or not...a lot of restrictions on girls, never on boys...it is really not fair...” [T2-g1]

6.2.3 Pupils’ feedback regarding topics within sex education in T1

In order to make the presentation of data simple and clear. I have adopted codes for this part and relevant sessions in the tables for next few chapters.

Code	Topic of SE
2-1	Puberty
2-2	Emotional management
2-3	Self-image and self-esteem
2-4	Roles as male/female
2-5	Friendship
2-6	Relationships and dating
2-7	Love
2-8	Marriage and family life
2-9	Contraception
2-10	Sex and the mass media
2-11	Sexual harassment, abuse and violence
2-12	Sexually transmitted diseases
2-13	Sex and law
2-14	Sexual orientation

Table 6.12 Codes for questionnaire sections 2

Coverage of topics within sex education

In this session students were asked to express their views on which topics were covered in sex education. There were 14 topics listed in this part. Most of the 14 topics were seen as being covered by pupils of T1. However, there were a few topics that were seen as less ‘covered’ in this part, they were [Marriage and family life], [Sexual orientation], [Sex and media] and [Contraception].

This suggests that T1 showed strong likelihood that it had covered most of these topics in sex education based on participants’ perception.

	Topic has been covered		Topic has not been covered			
			Wish to be covered		Wish not to be covered	
	N	%	N	% (*)	N	% (*)
2-1	273	97.1	7	2.5 (87.5)	1	0.4 (12.5)
2-12	258	91.8	11	3.9 (47.8)	12	4.3 (52.2)
2-11	237	84.3	30	10.7 (68.2)	14	5.0 (31.8)
2-4	236	84.0	24	8.5 (53.3)	21	7.5 (46.7)
2-2	222	79	49	17.4 (83.1)	10	3.6 (16.9)
2-6	191	68.0	69	24.6 (76.7)	21	7.4 (23.3)
2-3	177	63.0	79	28.1 (76.0)	25	8.9 (24.0)
2-5	170	60.5	83	29.5 (74.8)	28	10 (25.2)
2-13	168	59.8	91	32.4 (80.5)	22	7.8 (19.5)
2-7	160	56.9	84	29.9 (69.4)	37	13.2 (30.6)
2-8	136	48.4	98	34.9 (67.6)	47	16.7 (32.4)
2-14	114	40.6	111	39.5 (66.5)	56	19.9 (33.5)
2-10	103	36.7	96	34.2 (53.9)	82	29.1 (46.1)
2-9	94	33.5	110	39.1 (58.7)	77	27.4 (41.2)

(* percentage within the category ‘topic has not been covered’)

Table 6.13 Coverage of topics in T1 (presented in a descending order)

Views on topics within sex education

Pupils found topics relevant to their current life more interesting and important. They also found methods of teaching these topics cause the differences regarding acceptance of them.

“...I think it is important for teaching Love and relationship...we are facing these issues a lot of times and we will have to know something for the future as well...puberty is also important because we are in it now....” [T1-g2]

“...Love is an interesting topic...we are very curious about it...we will have to deal with it now and later...if it is taught in a very practical way like films or stories, it will help my attention toward it and make anything interesting....” [T1-g3]

Less preferred sex education topics

Some topics were less preferred due to the lack of connection with pupils' life or their repetitive nature. They also noticed that some reoccurrences of topics were due to the design of the textbooks. Topics could either be made repetitive or positively enhance a student's knowledge depending on the approach taken by teachers

“...some topics are the same, but a bit more information this time...it depends on the teacher” [T1-g1]

“...it is repeating at least in the textbook...but teacher won't follow it though, otherwise it would be boring” [T1-g2]

“...we can't find it helpful... why keep repeating?...it is too theoretic, not relevant to us at all” [T1-g3]

Preferred topics for future sex education

Pupils wanted more depth of some topics which were relevant to their current or future life. Topics regarding relationships and love were mentioned frequently by pupils but did not have sufficient coverage in the present curriculum.

“...relationships and friends are important... We want to know more about it....” [T1-g1]

“...lessons about love... just one or two sessions, it is not enough...we will face it in the future, we really need to know more about it.....” [T1-g1]

6.2.4 Pupils' feedback regarding topics within sex education in T2

Coverage of topics within sex education

Most of the 14 topics were perceived as being covered by pupils in T2. However, there were a few topics being less perceived 'covered' in this part, these being [Sexual orientation], [Sex and media] and [Contraception].

This suggests that T2 was likely to have covered most of these topics in sex education, based on participants' perceptions.

	Topic has been covered		Topic has not been covered			
			Wish to be covered		Wish not to be covered	
	N	%	N	%(*)	N	%(*)
2-1	1002	94.7	39	3.7 (69.6)	17	1.6 (30.4)
2-12	978	92.4	44	4.2 (55.0)	36	3.4 (45.0)
2-4	924	87.4	85	8 (63.4)	49	4.6 (36.6)
2-11	873	82.5	137	12.9 (74.1)	48	4.6 (25.9)
2-5	795	75.1	199	18.8 (75.7)	64	6.1 (24.3)
2-2	784	74.1	211	19.9 (77.0)	63	6.0 (23.0)
2-6	776	73.3	222	21 (78.7)	60	5.7 (21.3)
2-13	706	66.7	288	27.2 (81.8)	64	6.0 (18.2)
2-3	669	63.2	305	28.8 (78.4)	84	8.0 (21.6)
2-7	600	56.7	333	31.5 (72.7)	125	11.8 (27.3)
2-8	553	52.3	347	32.8 (68.7)	158	14.9 (31.3)
2-14	443	41.9	465	44.0 (75.6)	150	14.1 (24.4)
2-10	397	37.5	363	34.3 (54.9)	298	28.2 (45.1)
2-9	383	36.2	423	40 (62.7)	252	23.8 (37.3)

(* percentage within the category 'topic has not been covered')

Table 6.14 Coverage of topics in T2 (presented in a descending order)

Views on topics within sex education

Pupils found topics in sex education generally interesting due to their curiosity about sex; they also had good responses to most of them. They felt topics about relationships should be emphasised more as it was very important in their current life.

“...anything about sex education is interesting...we had good responses in those sessions...” [T2-g1]

“...they are all very interesting, especially those that will be helpful to our life...we are very curious about it... but they should talk more about relationships, it is something very basic but essential...” [T2-g2]

Less preferred sex education topics

There were a few topics that some pupils found repetitive and boring; they felt they had learnt them before. They were not against these topics; they just wished to learn more about them, not the reoccurrence of the same information.

“...I found STIs boring, we already knew about it...why they keep repeating the same stuff...the same contents...they should give us something new or use different way to teach it...” [T2-g1]

“...They waste time repeating things we already know...it is ok if they are related to our life, but sometimes they aren’t...” [T2-g3]

Preferred topics for future sex education

Pupils were happy to learn anything they had not heard of as long as these topics were relevant to their lives now or in the future. The balance of topics should be reconsidered; less on the repetitive topics and more on the new issues were stressed.

“...They need to add something new...no need to mention things again and again...we need to extend towards something new...” [T2-g1]

“...It is always the same contents and same method...they need to let us know more things and something new would be great...” [T2-g2]

6.2.5 Pupils’ experiences of teaching/learning methods in T1

In order to make the presentation of data simple and clear. I have adopted codes for this part and relevant sessions in the tables for following chapters.

Code	Teaching/learning method of SE
3-1	Imparting information/ Lecturing
3-2	Outside speakers session
3-3	Small group discussion
3-4	Whole class discussion
3-5	Simulation/ Role play
3-6	Playing games in groups or individually
3-7	Discussing relevant news
3-8	Using videos/DVDs
3-9	Using computer/internet
3-10	Using commercially prepared materials

Table 6.15 Codes for questionnaire sections 3

Perceived teaching/learning methods

Most of the 10 methods were experienced by pupils of T1. However, there were 2 methods seen as ‘not experienced’ in this part, they were [Playing games] and [Role play exercise].

This suggests that participants of T1 had experienced a lot of different types of teaching/learning methods, but [Playing games] and [Role play exercise] were the methods less adopted in T1.

	Method has been experienced		Method has not been experienced			
			Wish to experience		Wish not to experience	
	N	%	N	%(*)	N	%(*)
3-1	265	94.3	5	1.8 (31.2)	11	3.9 (68.8)
3-7	200	71.2	50	17.8 (61.7)	31	11 (38.3)
3-4	191	68	48	17.1 (53.3)	42	14.9 (46.7)
3-10	188	66.9	44	15.7 (47.3)	49	17.4 (52.7)
3-8	184	65.5	57	20.3 (58.8)	40	14.2 (41.2)
3-3	173	61.6	58	20.6 (53.7)	50	17.8 (46.3)
3-9	165	58.7	74	26.3 (63.8)	42	14.9 (36.2)
3-2	160	56.9	67	23.8 (55.4)	54	19.3 (44.6)
3-6	122	43.4	100	35.6 (62.9)	59	21 (37.1)
3-5	99	35.2	103	36.7 (56.6)	79	28.1 (43.4)

(* percentage within the category 'Method has not been experienced')

Table 6.16 Teaching/Leaning methods in T1 (presented in a descending order)

Favourite teaching/learning method

Among the 10 methods listed in this section, the most favoured method perceived by participants in T1 was [Watching videos/DVDs], and the least favoured was [Using commercially prepared materials].

	Frequency	Percent	Ranking
3-8	95	36.5	1
3-4	33	12.7	2
3-6	27	10.4	3
3-5	22	8.5	4
3-2	20	7.7	5
3-4	19	7.3	6
3-3	13	5.0	7
3-7	12	4.6	8
3-9	12	4.6	8
3-10	7	2.7	10
Total	264	100.0	

Table 6.17 Pupils' favourite method in T1 (presented in a descending order)

Views on teaching/learning methods

Sex education was mainly taught through lecturing. Occasionally, there were some other activities including discussion and watching videos. Some pupils

reported that the outcome of other interactive methods was not necessarily positive, because it sometimes led to confusion. Watching videos was one of the most favoured methods not only because its nature of grabbing pupils attention but also it would allow the atmosphere to be more effective for learning.

“...most of time, it is teacher who explained and talked to us....other methods are not any better, we can’t get to the point sometimes or the class just simply in chaos....watching videos is the best, because everyone will be quiet....” [T1-g1]

“...teacher uses computer to show us some slides....we will discuss sometimes and watch videos as well....” [T1-g3]

Suggestions for teaching/learning methods

Pupils felt that the effective method must be able to provide them with some real experience, and they also wanted the method to be more interactive and fun.

“...We need to experience it ourselves...this weight much more than talking to us...a lot of activities just not fun enough. We need more time on more interesting interactive ways like playing games...simulation etc....” [T1-g3]

6.2.6 Pupils’ experiences of teaching/learning methods in T2

Perceived teaching/learning methods

More than half of the 10 methods were experienced by pupils in T2. However, there were 4 methods which more participants perceived as ‘not experienced’; they were [Playing games], [Using commercially prepared materials], [Outside speaker(s)] and [Role play exercise]. This suggests that participants of T2 had experienced various types of teaching/learning methods, but [Playing games], [Using commercially prepared materials], [Outside speaker(s)] and [Role play exercise] were the methods less adopted in T2.

	Method has been experienced		Method has not been experienced			
			Wish to experience		Wish not to experience	
	N	%	N	%(*)	N	%(*)
3-1	1015	95.9	21	2.0 (48.8)	22	2.1 (51.2)
3-8	801	75.7	188	17.8 (73.2)	69	6.5 (26.8)
3-7	785	74.2	194	18.3 (71.1)	79	7.5 (28.9)
3-4	758	71.6	192	18.1 (64.0)	108	10.2 (36.0)
3-3	649	61.3	268	25.4 (65.5)	141	13.3 (34.5)
3-9	577	54.5	372	35.2 (77.3)	109	10.3 (22.7)
3-6	497	47.0	415	39.2 (74.0)	146	13.8 (26.0)
3-10	453	42.8	392	37.1 (64.8)	213	20.1 (35.2)
3-2	450	42.5	393	37.1 (64.6)	215	20.3 (35.4)
3-5	422	39.9	412	38.9 (64.8)	224	21.2 (35.2)

(* percentage within the category 'Method has not been experienced')

Table 6.18 Teaching/Leaning methods in T2 (presented in a descending order)

Favourite teaching/learning method

Among the 10 methods listed in this section, the most favoured method perceived by participants in T2 was [Watching videos/DVDs], and the least favoured was [Using commercially prepared materials].

	Frequency	Percent	Ranking
3-8	382	38.7	1
3-6	115	11.6	2
3-1	98	9.9	3
3-5	77	7.8	4
3-4	69	7.0	5
3-9	66	6.7	6
3-3	57	5.8	7
3-2	51	5.2	8
3-7	42	4.3	9
3-10	31	3.1	10
Total	988	100.0	

Table 6.19 Pupils' favourite method in T2 (presented in a descending order)

Views on teaching/learning methods

Lecturing was the main teaching method in sex education, but watching videos or discussion was occasionally adopted. Another method of learning was to ask questions, this was a more direct way of resolving the queries of pupils.

"...teacher talks to us...sometime show us some pictures or videos, and we may have discussed some issues too..." [T2-g1]

“...teacher giving lectures most of times ...we asked questions, teacher will answer us...” [T2-g3]

Pupils were interested in sex education topics in general, and they were happy with any methods presented. However, they would prefer a more interactive method; they agreed that more interactive method will enhance the experience and outcome of sex education. Watching videos and discussion were regarded as the most efficient and desired method of learning.

“...any methods are fine, because it is SE...we think watching videos is quite good and discussion maybe the fastest method...if combining them, it would be the best...” [T2-g3]

“...if it all right now...but it would be better with some change more games would be good...” [T2-g2]

Suggestions for teaching/learning methods

Pupils preferred more interactive approaches of sex education and more involvement within it. They also wanted the teacher to teach more practical issues and give them some realistic examples, so they could easily relate to these issues.

“...Something real or maybe a true story will attract more of our attention...” [T2-g1]

“...more examples in life, more practical aspects...” [T2-g2]

“...They need to know what we actually want to know before and ask more of our questions...this will save time and allow us to understand it in very short time...” [T2-g3]

6.2.7 Pupils’ needs and expectations of sex education in T1

Resources for sex education

There were various sources outside school for information of sex education. Internet and television were common sources for sex education relevant information. Pupils found information on those media was not always correct, they would prefer to learn it from teachers in school. Parents sometimes discussed sex education issues with them.

“...There are a lot of things in internet forum and TV programmes...Parents sometimes talk about it, I don’t usually ask them....” [T1-g1]

“...Those from internet are not very reliable...I believe what teacher says...other sources just for fun, don’t believe them....” [T1-g3]

Allotted time for sex education

Pupils believed there was not enough time for sex education, especially the lack of time devoted to topics which were not featured in written examinations. They also noticed that it was not a continuous timetable for sex education, there was often gaps between each topic.

“...there is not enough time...they talk about STI, biological functions a lot, because it can be in the next examination....” [T1-g1]

“...It would be nice to have sex education every week, we have it sometime now, but there is a long time in between when we learn nothing about it....” [T1-g1]

Expectations of sex education

Pupils wished to have more interesting and new contents of sex education, and they also wanted more topics which were relevant to their lives. However, they also expressed their interests in sex education; they wanted to have more opportunities to get more involved in the classroom.

“...too few contents, we want to know more about us and things related to us” [T1-g1]

“...it is no harm to know more, we want to learn more” [T1-g2]

“...we really want to experience things in class; it is more fun and better for us” [T1-g3]

6.2.8 Pupils’ needs and expectations of sex education in T2

Resources for sex education

There were a lot of sources for sex education relevant information, e.g. internet, television etc. They were all easily accessible. However, not all information

provided by these sources was correct. Information from books or teachers was regarded as more reliable.

“...internet, newspaper....there are a lot of places you can get ...I don’t believe all of them, a lot them are really incorrect...” [T2-g1]

“...you can check internet, always a lot of things on it...the best source is the book, what teachers said is equally good...” [T2-g2]

Parents rarely talked about sex education, and pupils did not usually raise the question with their parents either. They believed some information from parents may be incorrect and just aimed to scare them off sex. However, they felt that information and resources gathered outside schools were more interesting and more extensive in comparison with those from schools.

“...They (parents) don’t say anything... I don’t ask them...” [T2-g1]

“...parents said some silly things try to scare us, but I used to believe them though...information from internet and forums are far more interesting...” [T2-g3]

Allotted time for sex education

Pupils believed there was not enough time for sex education; and they wanted more of sex education due to its relevance as they found it helpful. They noticed that a lot of topics were missing from their sex education; if they had more time dedicated to sex education, teachers would not need to rush the topics and could explain each topic in more detail.

“...not enough time...it is something concerning our life we should have more of it...” [T2-g2]

“...they have no time to deal some of our questions. If we have more time, we can learn a lot more...” [T2-g3]

Expectations of sex education

Pupils were disappointed by the design of sex education, especially the reoccurrence of topics. They expected teachers to know their background knowledge in order to teach fresh contents. They also expected teachers to know what topics they had great interest in; this would encourage their involvement in sex education and improve their understanding of a wider range of topics.

“...we are very disappointed that every time we receive the same thing in SE... they need to talk more stuff or talk them in a more in-depth way...we have interests in these topics, more information will certainly help... “ [T2-g2]

“...they need to decide what to teach after understand what we want...this will help to focus on what we want to learn and it will be quicker for us to learn it too... “ [T2-g3]

6.3 Comparison of teachers’ perceptions between T1 & T2

6.3.1 Teachers’ feelings/attitudes towards SE between T1 & T2

Sex education content could be found in several subjects across school including Health Education and Counselling Activities etc.; teachers from both schools identified the same trait. They all believed that sex education was relevant and important to pupils’ lives.

Teachers’ satisfaction with sex education was similar between T1 and T2, Teachers from both schools were generally satisfied with sex education in their schools, but there were some individual differences between them. Teachers in T2 were slightly less satisfied with sex education due to the less supportive environment. However, all teachers had high satisfaction with sex education within their teaching.

Teachers from both schools considered the contents of sex education relevant and suitable to pupils. There was no difference regarding opinion between them.

All teachers in T1 and T2 found male pupils showed more interest in sex education than their female counterparts; the teacher in T1 further identified that topics regarding STIs were the most responsive among all sex education topics.

Overall, teachers’ feelings/attitudes toward sex education were very similar between T1 and T2. There was only some slight difference between them in level of satisfaction.

SE in the school	T1	<i>"... (SE) is within Health Education, but you can also find some in Counselling Activities and Citizenships..."</i>
	T2	<i>"... you can find it ... Health Education and others like Counselling Activities, Home economy, Citizenships...."</i>
Satisfaction with SE	T1	<i>"...it is quite good, because it is within my abilities..."</i>
	T2	<i>"...the standard of sex education is acceptable...However, as a whole in the school, I am not so happy...."</i>
Suitability of SE	T1	<i>"...it (SE) is quite relevant to their life..."</i>
	T2	<i>"...I think it is a very normal thing to talk about these issues ..."</i>
Gender issues in SE	T1	<i>"...especially STIs. Male students had higher spirits and enthusiasm of this topic..."</i>
	T2	<i>"...girls are quieter and boys are a lot more playful in these topics...."</i>

Table 6.20 Teachers' feelings/attitudes towards SE between T1 & T2

6.3.2 Topics within sex education between T1 & T2

Teachers from both schools shared similar views on topics of sex education. They both identified that teaching affective topics was a challenge for them; they would have to spend more time preparing these. They also both felt that topics regarding relationships were most helpful and needed to be taught within sex education. Hence, we can conclude that teachers' perceptions regarding sex education topics were similar between T1 and T2.

Preparation of topics within SE	T1	<i>"It is harder for me to prepare these topics (affective)..."</i>
	T2	<i>"... (affective) topics, I spent a lot of time preparing them"</i>
Views on topics within SE	T1	<i>"...most helpful topics to students... are love, relationships, breaking up, lust"</i>
	T2	<i>"...relationships are limited in the current textbook....safety issues too..."</i>

Table 6.21 Teachers' views on topics within SE between T1 & T2

6.3.3 Teaching methods of sex education between T1 & T2

Similar to the previous section, teachers from both schools found the challenge of preparing sex education depended on the topics themselves rather than proposed teaching methods. They felt that affective topics required more time and effort to prepare. This perception was shared by teachers from both schools.

Lecturing was the dominant method adopted by teachers in both schools; however, discussion was also adopted by some teachers in T2. Although discussion was not widely adopted in T1, the teacher of T1 expressed plans for using it in the future.

There was no fundamental difference regarding pedagogy between T1 and T2; the main method adopted in both schools was identical. The differences between schools were due to the personal choice of teachers. There were more teachers in T2; hence it is understandable that more variety of teaching methods would be found there.

Teachers' perceptions regarding acceptance of current teaching methods were similar between T1 and T2. However, the level of acceptance and its source was interpreted differently. The teacher in T1 believed that the nature of topics caused different responses, and affective topics were less popular. Whereas teachers from T2 regarded that any contents of sex education were always well received by pupils regardless of the teaching methods adopted. Therefore, we could conclude that methods were positively received and accepted in both schools, but the level of acceptance might vary due to the nature of topics.

Paper based examination was used in both schools to evaluate learning of sex education. Apart from this, there were no other apparent methods used for evaluation. Teachers in both schools believed that they can only evaluate sex education either by paper based examination or observation.

Preparation of teaching SE	T1	<i>".....Affective teaching, guiding, all of theses need a lot of effort... "</i>
	T2	<i>"..I find affective topics hard"</i>
Pedagogy of SE	T1	<i>"I mainly impart information in the classroom by talking to them....I want to have more interaction with them. I want to have more affective teaching."</i>
	T2	<i>"...I usually use two methods- lecturing and discussion..."</i>
Acceptance of methods	T1	<i>"I think for the knowledge part they can accept it easily. For the mental (affective) part I think their acceptance is okay..."</i>
	T2	<i>"...anything to do with sex education, they always show high interests in"</i>
Assessment of SE	T1	<i>"...I can only tell from the observation...seeing their participation and reaction..."</i>
	T2	<i>"...I can tell it from their faces... it is hard to have a real form of evaluation..."</i>

Table 6.22 Teachers' views on teaching methods of SE between T1 & T2

6.3.4 Training for teachers between T1 & T2

Teachers from both schools shared very positive views on their initial teacher training; all of them believed that it helped them. They all had the opportunity to participate in some ongoing training - especially conferences for teachers. They identified that by participating in these conferences/training they could access to new information/materials for sex education. Teachers' perception regarding this issue was very similar across T1 and T2.

Initial training for teachers	T1	<i>"...it is very helpful...."</i>
	T2	<i>"..the training helps us to cope with this issue and make us think it is normal to talk about it openly..."</i>
Ongoing training for teachers	T1	<i>"Conferences are held regularly, I have been to several in theMost of them I found ... "</i>
	T2	<i>"...there are regular conference of teaching around ..."</i>
Benefit of training	T1	<i>"...we can get a lot of information. We can learn other teachers' ideas or designs...."</i>
	T2	<i>"...constant new information about teaching or materials"</i>

Table 6.23 Teachers' views on training between T1 & T2

6.3.5 Difficulty within sex education between T1 & T2

Internet was one of the most common sources for obtaining resources regarding sex education for teachers in both T1 and T2. The reason for this was that most resources found on the internet were free to use. Teachers from both schools were reluctant to use any resources that involved a charge. There was no difference between teachers in both schools on this perspective.

Lack of time for sex education was the main difficulty for teachers from both schools; they all felt more time is needed for sex education. Teachers in T2 felt that a continuous timetable for sex education would be beneficial for their teaching and the curriculum itself.

Level of support from schools was similar between T1 and T2; schools did not interfere with the teacher's approach of delivering sex education. Teachers from both schools showed high autonomy regarding teaching sex education and their own subject.

Resources for SE	T1	<i>"Internet is a very important part of my teaching"</i>
	T2	<i>"...internet search is always proving fast and efficient..."</i>
Accessibility of resources for SE	T1	<i>"I haven't used any of these non-free materials..."</i>
	T2	<i>"... I only use free stuff..."</i>
Practical difficulty within SE	T1	<i>"I think we have enough time to teach ..."</i> <i>" I won't know if they actually make any better decisions in real life after the course or not... "</i>
	T2	<i>"...I wish we could have a continuous timetable to do this..."</i> <i>"...there is not enough time..."</i>
Support for SE	T1	<i>"They don't interfere my teaching."</i>
	T2	<i>"...school won't interfere my teaching"</i>

Table 6.24 Teachers' views on difficulty within SE between T1 & T2

6.3.6 Views on policy of sex education between T1 & T2

Teachers' views on sex education policy were similar between T1 and T2. Although teachers regarded policy/guidelines of sex education as adequate and clear, they still felt it was for reference only. They believed that there was still a gap between policy and practice.

They also had similar perceptions regarding different textbooks. They clearly identified different approaches among textbooks; they would choose the one that suited them the most - which happened to be the same in this case.

There were different opinions regarding improvement of sex education. The teacher in T1 was more focused on her own teaching including pedagogy and training opportunities. Teachers from T2 were more concerned with the wider issues with current sex education; they believed that more involvement of parents would greatly enhance their efforts with sex education. These perceptions did not contradict each other; they indicated the issues faced by individual schools/teachers. Overall, teachers from each school had different views on the urgent issues in relation to sex education; therefore they had different suggestions for improvement.

Views on policy of SE	T1	<i>"I think it has all the necessary issues" "It is still a reference only, but a good one."</i>
	T2	<i>"...It is just for some reference...."</i>
Views on textbooks	T1	<i>"They (textbooks) are different"</i>
	T2	<i>"...there are differences ..."</i>
Suggestions for improvement in SE	T1	<i>"...more activities..." "... (conferences) about creative teaching...very helpful to me. I can learn a lot in those sessions..."</i>
	T2	<i>"...a lot of problem actually happened outside schools, our effort is limited..." "...we need to focus on family and parents"</i>

Table 6.25 Teachers' views on policy of SE between T1 & T2

6.4 Comparison of pupils' perceptions between T1 & T2

6.4.1 Pupils' feelings/attitudes towards SE between T1 & T2

Comparison of quantitative data

There were no statistical differences found between T1 and T2 in [Satisfaction with SE], [Helpfulness of SE], [Atmosphere in SE], [Single sex SE] and [Interesting SE]. This suggests that participants in T1 and T2 showed similar level of agreement on these 4 issues.

On the other hand, there were differences in [New contents] ($Z=-3.139$, $p<.01$) and [More SE lessons] ($Z=-2.672$, $p<.01$). The result showed that more participants of T1 had disagreements on both issues. This suggests that participants in T1 were less favourable with single gender groups in sex education, and they also less favourable with the proposal of having more sex education sessions in the future.

Overall, the result of section I from T1 was similar to T2's. Only 2 questions in this section showed differences. We can conclude that results of [Satisfaction with SE], [Helpfulness of SE], [Atmosphere in SE], [Single sex SE] and [Interesting SE] were very consistent between T1 and T2. Although results of [New contents] and [More SE lessons] were less consistent, they both carried a similar trend. In this case [New contents] was a diverse/split attitude; whilst the results of [More SE lessons] were on the more agreeable side in both of the schools. Results of section I between T1 and T2 bear considerable similarity.

<div></div>			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Rank	Mann-Whitney U	Z	p
1-1	T1	N	43	88	142	7	1	692.11	142436.500	-1.167	.243
		%	15.3%	31.3%	50.5%	2.5%	.4%				
	T2	N	190	342	495	22	9	664.13			
		%	18.0%	32.3%	46.8%	2.1%	.9%				
1-2	T1	N	57	128	91	4	1	702.34	139560.500	-1.693	.090
		%	20.3%	45.6%	32.4%	1.4%	.4%				
	T2	N	259	484	294	17	4	661.41			
		%	24.5%	45.7%	27.8%	1.6%	.4%				
1-3	T1	N	42	76	146	15	2	675.56	147088.000	-.292	.770
		%	14.9%	27.0%	52.0%	5.3%	.7%				
	T2	N	171	296	506	74	11	668.52			
		%	16.2%	28.0%	47.8%	7.0%	1.0%				
1-4	T1	N	13	20	107	78	63	668.08	148109.500	-.098	.922
		%	4.6%	7.1%	38.1%	27.8%	22.4%				
	T2	N	55	73	391	300	239	670.51			
		%	5.2%	6.9%	37.0%	28.4%	22.6%				
1-5	T1	N	16	49	116	76	24	731.84	131272.500	-3.139	.002**
		%	5.7%	17.4%	41.3%	27.0%	8.5%				
	T2	N	93	273	381	221	90	653.58			
		%	8.8%	25.8%	36.0%	20.9%	8.5%				
1-6	T1	N	42	87	138	12	2	694.40	141794.000	-1.282	.200
		%	14.9%	31.0%	49.1%	4.3%	.7%				
	T2	N	194	328	490	32	14	663.52			
		%	18.3%	31.0%	46.3%	3.0%	1.3%				
1-7	T1	N	55	55	157	14	0	720.62	134425.500	-2.672	.008**
		%	19.6%	19.6%	55.9%	5.0%	.0%				
	T2	N	262	249	506	32	9	656.56			
		%	24.8%	23.5%	47.8%	3.0%	.9%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 6.26 Pupils' feelings/attitudes towards SE between T1 & T2 (survey)

Comparison of qualitative data

Sex education could be found in several curricula areas, including Health Education and Counselling Activities, which were identified by pupils from both schools. Health Education was the main platform for sex education for both schools. There was no difference between T1 and T2 regarding this issue.

Pupils from both schools were satisfied with current sex education; however pupils from T2 further claimed that they would have been more satisfied with it if there were more sex education.

Some topics were relevant to pupils' life at present and others would be relevant in the future, this was a view expressed by pupils from both schools.

Pupils from T1 and T2 both believed that male pupils are more responsive to contents of sex education; they both identified that some behaviour from male pupils can be disruptive at times. They also agreed that teachers' gender had very little impact on their teaching of sex education, but their professionalism would have. However, there was some unique feedback gathered from pupils in T2; they felt the current sex education reflected some gender stereotypes. They would prefer sex education to be presented on a more equal basis.

Overall, results from T1 and T2 were very similar; pupils' perceptions regarding the curriculum of sex education were positive in both schools. There were only a few issues raised in either school; although attention was drawn to all of these they did not contradict to the general consensus.

Curriculum of SE	T1	<i>"...can find it in Health Education... Counselling activities....."</i>
	T2	<i>"...Counselling Activities and Health ... more in Health....."</i>
Satisfaction with SE	T1	<i>"...we are satisfied with it...the spirits are high in SE....."</i>
	T2	<i>"...we are fairly satisfied...there isn't enough stuff in SE, we aren't too happy about this....."</i>
Relevance of SE	T1	<i>"...puberty, friendships are close to our life now...others may be in the future....."</i>
	T2	<i>"...It is about our life, some of them at least...some things we will need to know in the future....."</i>
Gender issues in SE	T1	<i>"...boys are more cheerful and happy in SE, in most times...." "...Their gender makes no differences ... professional ... will"</i>
	T2	<i>"...They are too childish...; this is not helpful to the class..." "...a lot of stereotype...it is really not fair..."</i>

Table 6.27 Pupils' feelings/attitudes towards SE between T1 & T2 (focus groups)

6.4.2 Topics within sex education between T1 & T2

Comparison of quantitative data

There were differences found between T1 and T2 in 2 topics, they were [Friendships] ($Z=-4.842$, $p<.01$) and [Sex and law] ($Z=-2.196$, $p<.05$). Results of the other 12 topics showed no significant differences. This suggested that the perceived patterns of all topics except [Friendships] and [Sex and law] were very consistent and considerably similar between T1 and T2. Participants of both schools showed similar perceived experience on these 12 topics.

On the other hand, although perceived pattern of topic [Friendships] and [Sex and law] were statistically different, they both showed a similar response trend. Most participants expressed that these two topics had been covered in both schools. Hence the statistical differences just reflected the fact that more participants of T2 had perceived the coverage of both topics.

Overall, the results of section II from T1 were similar to T2's. Only 2 questions in this section showed statistical differences. However, as explained before, these differences did not reflect any conflicting perceptions. Therefore, we can conclude that results of all topics except [Friendships] and [Sex and law] were very consistent between T1 and T2. Although results of [Friendships] and [Sex and law] were less consistent, but they both carried a similar trend. Results of section II between T1 and T2 showed a great deal of similarity.

			Topic has been Covered	Topic has not been covered		Mean Rank	Mann-Whitney U	Z	p
				Need to be covered	No need to be covered				
2-1	T1	N	273	7	1	656.92	144973.000	-1.726	.084
		%	97.2%	2.5%	.4%				
	T2	N	1002	39	17	673.47			
		%	94.7%	3.7%	1.6%				
2-2	T1	N	222	49	10	642.33	140874.500	-1.790	.074
		%	79.0%	17.4%	3.6%				
	T2	N	784	211	63	677.35			
		%	74.1%	19.9%	6.0%				
2-3	T1	N	177	79	25	673.05	147793.000	-0.175	.861
		%	63.0%	28.1%	8.9%				
	T2	N	669	305	84	669.19			
		%	63.2%	28.8%	7.9%				
2-4	T1	N	236	24	21	688.80	143366.500	-1.552	.121
		%	84.0%	8.5%	7.5%				
	T2	N	924	85	49	665.01			
		%	87.3%	8.0%	4.6%				
2-5	T1	N	170	83	28	747.93	126751.500	-4.842	.000**
		%	60.5%	29.5%	10.0%				
	T2	N	795	199	64	649.30			
		%	75.1%	18.8%	6.0%				
2-6	T1	N	191	69	21	699.36	140399.000	-1.829	.067
		%	68.0%	24.6%	7.5%				
	T2	N	776	222	60	662.20			
		%	73.3%	21.0%	5.7%				
2-7	T1	N	160	84	37	672.03	148078.500	-0.112	.911
		%	56.9%	29.9%	13.2%				
	T2	N	600	333	125	669.46			
		%	56.7%	31.5%	11.8%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 6.28 Coverage of topics within SE between T1 & T2

			Topic has been Covered	Topic has not been covered		Mean Rank	Mann-Whitney U	Z	p
				Need to be covered	No need to be covered				
2-8	T1	N	136	98	47	691.94	142484.000	-1.179	.238
		%	48.4%	34.9%	16.7%				
	T2	N	553	347	158	664.17			
		%	52.3%	32.8%	14.9%				
2-9	T1	N	94	110	77	693.17	142138.000	-1.207	.228
		%	33.5%	39.1%	27.4%				
	T2	N	383	423	252	663.85			
		%	36.2%	40.0%	23.8%				
2-10	T1	N	103	96	82	676.66	146778.500	-0.345	.730
		%	36.7%	34.2%	29.2%				
	T2	N	397	363	298	668.23			
		%	37.5%	34.3%	28.2%				
2-11	T1	N	237	30	14	661.18	146171.500	-0.657	.511
		%	84.3%	10.7%	5.0%				
	T2	N	873	137	48	672.34			
		%	82.5%	12.9%	4.5%				
2-12	T1	N	258	11	12	673.53	147656.000	-0.373	.709
		%	91.8%	3.9%	4.3%				
	T2	N	978	44	36	669.06			
		%	92.4%	4.2%	3.4%				
2-13	T1	N	168	91	22	707.64	138072.000	-2.196	.028*
		%	59.8%	32.4%	7.8%				
	T2	N	706	288	64	660.00			
		%	66.7%	27.2%	6.0%				
2-14	T1	N	114	111	56	693.60	142018.500	-1.252	.211
		%	40.6%	39.5%	19.9%				
	T2	N	443	465	150	663.73			
		%	41.9%	44.0%	14.2%				

*. Probability is significant at the 0.05 level (2-tailed).

Table 6.28 Coverage of topics within SE between T1 & T2 (continued)

Comparison of qualitative data

Pupils from both schools had very similar responses regarding topics in sex education. They both felt that topics about relationships should be taught more frequently. They also felt that some topics e.g. STIs were repetitive and they would like to learn more new topics rather than the same contents. They especially wished to learn topics which will be useful to them in their future lives. Overall, there was very little difference between T1 and T2 regarding this issue; feedback was consistent and shared by both schools.

Views on topics within SE	T1	<i>"...I think it is important for teaching Love and relationships...we are facing these issues a lot of times and we will have to know something for the future as well...puberty is also important because we are in it now...."</i>
	T2	<i>"...they are all very interesting, especially those that will be helpful to our life...we are very curious about it... but they should talk more about relationships, it is something very basic but essential..."</i>
Less preferred SE topics	T1	<i>"...some topics are the same, but a bit more information this time...it depends on the teacher"</i> <i>"...we can't find it helpful... why keep repeating?...it is too theoretic, not relevant to us at all"</i>
	T2	<i>"...I found STIs boring, we already knew about it...why they keep repeating the same stuff...the same contents...they should give us something new or use different way to teach it..."</i> <i>"...They waste time repeating things we already know...it is ok if they are related to our life, but sometimes they aren't..."</i>
Preferred topics for future SE	T1	<i>"...we will face it in the future, we really need to know more about it...."</i>
	T2	<i>"...It is always the same contents and same method...they need to let us know more things and something new would be great..."</i>

Table 6.29 Pupils' views on topics within SE between T1 & T2

6.4.3 Teaching/Learning methods of sex education between T1 & T2

Comparison of quantitative data

Statistical differences were found in [Outside speaker(s)] ($Z=-3.376$, $p<.01$), [Role play exercise] ($Z=-2.166$, $p<.05$), [Watching videos/DVDs] ($Z=-3.824$, $p<.01$) [Using commercially prepared materials] ($Z=-5.820$, $p<.01$) between T1 and T2. Results of the other 6 methods showed no significant differences. This suggests that the perceived patterns of all methods except these 4 were very consistent and similar between T1 and T2. Participants of both schools showed similar perceptions on the method adopted of these 6 methods.

Although the perceived pattern of [Watching videos/DVDs] was statistically different between T1 and T2, they both had similar trend of responses, Most participants agreed that this method had been used in both schools. Hence, the statistical differences just reflected the fact that more participants of T2 had experienced [Watching videos/DVDs] during sex education.

Subsequently, the perceived pattern of [Role play exercise] was statistically different between T1 and T2, but they both had similar responses, Some participants' responses expressed that this method had been used in both schools, and the percentage among them was similar. The statistical differences suggested that more participants of T2 had experienced [Role play exercise] during sex education.

Methods [Outside speaker(s)] and [Using commercially prepared materials] showed differences on not only the perceived pattern but also the likelihood of usage of these two methods. Considerably more participants from T1 had experienced these two methods in sex education than those in T2. This would suggest that it is more likely that these had been adopted in sex education in T1, but it may not be the same in T2. Hence, the use of these two methods was not a consistent trait between T1 and T2.

Overall, the results of section III from T1 was very similar to T2. Only 4 questions in this section showed statistical differences. However, as explained before, two of the methods which showed statistical difference did not reflect any conflicting perceptions, but the other 2 did indicate some fundamental differences.

Therefore, we can conclude that results of all methods except [Outside speaker(s)], [Role play exercise], [Watching videos/DVDs] and [Using commercially prepared materials] were consistent between T1 and T2. Although results of [Role play exercise] and [Watching videos/DVDs] between T1 and T2 were less consistent, they still showed a similar trend. However, results of [Outside speaker(s)] and [Using commercially prepared materials] between T1 and T2 were quite different. Hence, results of section III between T1 and T2 showed some similarity, but a considerable amount of difference could also be found in some of the methods.

			Method has been experienced	Method has not been experienced		Mean Rank	Mann-Whitney U	Z	P
				Wish to experience	Wish not to experience				
3-1	T1	N	265	5	11	678.84	146166.000	-1.212	.226
		%	94.3%	1.8%	3.9%				
	T2	N	1015	21	22	667.65			
		%	95.9%	2.0%	2.1%				
3-2	T1	N	160	67	54	605.92	130642.500	-3.376	.001**
		%	56.9%	23.8%	19.2%				
	T2	N	450	393	215	687.02			
		%	42.5%	37.1%	20.3%				
3-3	T1	N	173	58	50	678.11	146370.500	-0.456	.648
		%	61.6%	20.6%	17.8%				
	T2	N	649	268	141	667.85			
		%	61.3%	25.3%	13.3%				
3-4	T1	N	191	48	42	694.56	141749.000	-1.501	.133
		%	68.0%	17.1%	14.9%				
	T2	N	758	192	108	663.48			
		%	71.6%	18.1%	10.2%				
3-5	T1	N	99	103	79	711.49	136991.000	-2.166	.030*
		%	35.2%	36.7%	28.1%				
	T2	N	422	412	224	658.98			
		%	39.9%	38.9%	21.2%				
3-6	T1	N	122	100	59	706.42	138416.000	-1.937	.053
		%	43.4%	35.6%	21.0%				
	T2	N	497	415	146	660.33			
		%	47.0%	39.2%	13.8%				
3-7	T1	N	200	50	31	689.66	143124.500	-1.243	.214
		%	71.2%	17.8%	11.0%				
	T2	N	785	194	79	664.78			
		%	74.2%	18.3%	7.5%				

*. Probability is significant at the 0.05 level (2-tailed).

**. Probability is significant at the 0.01 level (2-tailed).

Table 6.30 Teaching/Leaning methods between T1 & T2

			Method has been experienced	Method has not been experienced		Mean Rank	Mann-Whitney U	Z	P
				Wish to experience	Wish not to experience				
3-8	T1	N	184	57	40	730.49	131651.000	-3.824	.000**
		%	65.5%	20.3%	14.2%				
	T2	N	801	188	69	653.93			
		%	75.7%	17.8%	6.5%				
3-9	T1	N	165	74	42	661.33	146211.500	-0.476	.634
		%	58.7%	26.3%	14.9%				
	T2	N	577	372	109	672.30			
		%	54.5%	35.2%	10.3%				
3-10	T1	N	188	44	49	560.08	117761.500	-5.820	.000**
		%	66.9%	15.7%	17.4%				
	T2	N	453	392	213	699.19			
		%	42.8%	37.1%	20.1%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 6.30 Teaching/Leaning methods between T1 & T2 (continued)

No statistical differences were found in participants' favourite teaching/learning method between T1 and T2. This suggests that the perceived pattern of participants' favourite methods was very consistent and considerably similar between T1 and T2. Participants of both schools showed similar responses on their choice of favourite teaching/learning method.

		3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10	Mean Rank	Mann-Whitney U	Z	p
T1	N	33	20	13	19	22	27	12	95	12	7	588.84	119169.000	-1.849	.064
	%	12.7	7.7	5.0	7.3	8.5	10.4	4.6	36.5	4.6	2.7				
T2	N	98	51	57	69	77	115	42	382	66	31	633.88			
	%	9.9	5.2	5.8	7.0	7.8	11.6	4.3	38.7	6.7	3.1				

Table 6.31 Pupils' favourite teaching/learning method between T1 & T2

Comparison of qualitative data

Pupils from both schools experienced similar teaching/learning methods of sex education; lecturing was the most used method in both schools. Pupils had neutral feelings toward this method, but they believed that watching videos or having discussions were effective for their learning. On the other hand, they also both expressed that more interactive methods and more involvement would greatly enhance their learning of sex education. Overall, there was no difference regarding this issue between T1 and T2, pupils had similar perceptions.

Views on teaching/learning methods	T1	<i>"...most of time, it is teacher who explained and talked to us....other methods are not any better, we can't get to the point sometimes or the class just simply in chaos....watching videos is the best, because everyone will be quiet...."</i>
	T2	<i>"...teacher giving lectures most of times ...we asked questions, teacher will answer us..."</i> <i>"...watching videos is quite good and discussion may be the fastest method ..."</i>
Suggestions for teaching/learning methods	T1	<i>"...We need to experience it ourselves...this weighs much more than talking to us...a lot of activities just not fun enough. We need more time on more interesting interactive ways like playing games...simulation etc...."</i>
	T2	<i>"...Something real or maybe a true story will attract more of our attention..."</i> <i>"...more examples in life, more practical aspects..."</i>

Table 6.32 Pupils' views on teaching/learning methods of SE between T1 & T2

6.4.4 Pupils' needs and expectations of SE between T1 & T2

Pupils from both schools believed that there were a lot of resources for sex education; they could easily access them e.g. internet. However, they did not rely on these resources as their credibility was not always high. They also believed that there was not enough time for sex education at present; they expressed the same wish for sex education being a continuous curriculum.

Pupils in T1 and T2 also had similar expectations regarding sex education; they both expressed the need to learn new information in sex education. Overall, responses from T1 and T2 were very similar in all perspectives regarding this issue.

Resources for SE	T1	<p><i>"...There are a lot of things in internet forum and TV programmes...Parents sometimes talk about it, I don't usually ask them...."</i></p> <p><i>"...Those from internet are not very reliable...I believe what teacher says...other sources just for fun, don't believe them...."</i></p>
	T2	<p><i>"...internet, newspaper....there are a lot of places you can get ...I don't believe all of them, a lot them are really incorrect..."</i></p> <p><i>"...you can check internet, always a lot of things on it...the best source is the book, what teachers said is equally good..."</i></p>
Allotted time for SE	T1	<p><i>"...there is not enough time...they talk about STI, biological functions a lot, because it can be in the next examination...."</i></p> <p><i>"...It would be nice to have Sex Education every week, we have it sometime now, but there is a long time in between when we learn nothing about it...."</i></p>
	T2	<p><i>"...not enough time...it is something concerning our life we should have more of it..."</i></p> <p><i>"...they have no time to deal some of our questions. If we have more time, we can learn a lot more..."</i></p>
Expectations of SE	T1	<p><i>"...too few contents, we want to know more about us and things related to us"</i></p> <p><i>"...we really want to experience things in class; it is more fun and better for us"</i></p>
	T2	<p><i>"...we are very disappointed that every time we receive the same thing in SE... they need to talk more stuff or talk them in a more in-depth way...we have interests in these topics, more information will certainly help... "</i></p> <p><i>"...they need to decide what to teach after understand what we want...this will help to focus on what we want to learn and it will be quicker for us to learn it too... "</i></p>

Table 6.33 Pupils' needs and expectations of SE between T1 & T2

6.5 Conclusion

This chapter presented all the data collected from the two schools in Taiwan. There was only one null hypothesis strongly rejected, the rejected null hypothesis was:

Null Hypothesis 2:

Pupils' perceptions with regard to:

- Their feelings and attitudes toward sex and relationship education within their schools.
- Their satisfaction with the sex and relationship education implemented at their schools.
- Their need for sex and relationship education and to what extent has the need been met.

are not different between gender

Male and female pupils in Taiwan clearly had different perceptions/attitudes of sex education. Apart from this, there was no other rejection of other null hypothesis; this suggests that the sex education was perceived consistently between the two schools. The coherence between data from teachers and pupils in Taiwan was also a significant trait; this suggests that sex education could have been very similar between T1 and T2, at least in participants' perceptions.

Apart from the difference between genders, there were no other significant differences between T1 and T2. Through teachers' and pupils' perceptions, it was suggested that the practice of sex education was very similar between them. Pupils' and teachers' responses were coherent in most perspectives. Although there were some slight differences found in practice (e.g. the use of outside speakers), the overall perceptions regarding practice were still very similar.

The overall result suggests that sex education was consistently perceived in practice by both pupils and teachers. Many topics listed in this study were covered in both schools, and pupils showed a clear desire to learn them. Although some teachers admitted that they could have adopted more variety in their teaching methods, the overall responses for the methods used were still positive.

The consistent theme found in these two schools was the similarity between them. They were different in their intakes and localities, but the perceptions of sex education still showed significant similarity. This trait was not only found among pupils, it was also found among teachers. Therefore, it was understandable that the null hypothesis rejected earlier was in relation to a wider basis rather than between schools.

Chapter VII The Findings of SRE in England

7.0 Introduction

This chapter discusses the findings of sex education in England. Firstly, I will discuss the characteristics of participating schools in England. Secondly, findings of teachers' interviews will be presented. This will be followed by findings of pupils' questionnaires and focus groups. Subsequently, I will compare data from the two schools in England.

7.0.1 Introduction to participating schools in England

Sex and Relationships Education was widely recognised as an important curriculum, with most schools having their own version of SRE. Some schools adopted an integrated approach to this by using their own time slots for PSHE or Religious Education etc. Others might use a more spontaneous approach by creating some specific arrangements for SRE. However, there were very little training opportunities for implementers of SRE.

There were two schools involved in this study from England. In order to keep these schools anonymous, I used the following codes to represent them:

- Code E1 for the school in Coventry, England.
- Code E2 for the school in South Warwickshire, England.

E1 - Coventry, England

The first school in England was located in Coventry. It was a medium-sized comprehensive school situated in a quiet residential area (total intakes are approximately 1500). Pupils were from the neighbouring area which was situated on the edge of a sizable city.

There were 227 pupils' questionnaires collected from this school (pupils aged 12-14). 24 of these were categorised invalid or incomplete. Hence, there were 203 valid pupils' questionnaires used for the data of E1.

Demography of participants in E1

There were a total of 203 questionnaires collected in E1. There were 98 questionnaires from female students (48.3%) and 105 questionnaires from male students (51.7%). It was very close to the predicted value of 50% for each gender.

	Frequency (n)	Percent
Female	98	48.3
Male	105	51.7
Total	203	100.0

Table 7.1 Gender distribution in E1

E2 - South Warwickshire, England

The second school in England was located in South Warwickshire. It was a medium-sized comprehensive school (total intakes are approximately 1000). Most of its pupils were from the same town which was situated in South Warwickshire. It was less than 10 miles from a city and other neighbouring towns.

There were 217 pupils' questionnaires collected from this school (pupils aged 12-14). 4 of these were categorised as invalid. Therefore, 213 questionnaires were used for the data of E2.

Demography of participants in E2

There were a total of 213 questionnaires collected in the School E2. There were 95 questionnaires from female students (44.6%) and 118 questionnaires from male students (55.4%). It was close to the predicted value of 50% for each gender. However, it may also represent the demography of E2.

	Frequency (n)	Percent
Female	95	44.6
Male	118	55.4
Total	213	100

Table 7.2 Gender distribution in E2

7.1 Findings of teachers in England

7.1.1 Finding of teachers in E1

Feelings/Attitude towards SRE

SRE in the school

SRE was conducted in an established structure; pupils in different age groups had different aims and topics to learn. It was also taught in various set curriculum timetables including Personal Development, Citizenships, PSHE and tutor time. Teachers had a very clear idea about the strategy of SRE in each year group.

“...Introduction in Y7 (aged 11-12) which covers puberty and relationships and as that continues into Y8 (aged 12-13) then they have ‘raised the bar’ and the things that they start to look at are a little more ‘delicate’ issues like contraceptives, pregnancy etc. In addition to this they have also had half a years work doing PHSE lessons and have done some relationships and STIs and contraception through that lesson as well...effectively they have had 19 x 1hr taught sessions of which proportion would have been devoted to SRE...Year 7 have had the introduction tutor programme 1x15 min session and one lesson timetable which runs for the whole year rather than the half year which is Personal Development (PD) and citizenship.. Also do the natural high thing about drugs. We did have a rolling tutor programme which we do not have that any more. Focus is more on Y8 than Y7. ...” [E1-t]

The change of coordinator of PSHE/SRE in E1 also brought some changes to the conduct of SRE. More structured and detailed SRE was planned for the future.

“...It (design of SRE) is changing this year – last year they had it in PD lessons for 1 hr a week. (Also there is a) Sexual Education module within SRE – 1 term’s worth of sex and relationship 1 hr a week Y7Y8. Also do it in tutor time which is 15m end of day – (topics are) relationships, developing relationships and communication skills, conflict resolution etc – sexual relationships as well – contraception within there...” [E1-Co]

The new approach of SRE in E1 was to integrate some elements of SRE across subjects and dedicated time for SRE topics was also mentioned. The aim of this was not only to have a more interesting SRE, but also to raise the awareness of it within the school.

“...Also have themed weeks throughout the year – one of which being sexual health – this year we are hoping to develop this. Basically in the themed weeks each department will create ‘themed’ lessons throughout the week...Have done it previous years but hoping to develop further. ..Hoping to develop to give it a greater ethos within the school...”[E1-Co]

Satisfaction with SRE

Teachers were not completely satisfied with the current SRE due to the varying standards. They did not think SRE had been taught effectively due to their lack of experience. They believed it had to be done by a more professional and dedicated team.

“...we don’t do enough of it... If it is going to be delivered effectively then it is going to need to be developed and delivered by an experienced team who will feel comfortable delivering it...it’s best when you almost have a ‘discreet team’ to deliver it but we don’t have that here and therefore from the way in which it is taught in the lesson – the way in which you plan it you have to have in your mind that these are non-specialists delivering it... which is not a fantastic model” [E1-t]

Suitability of SRE

Teachers believed that SRE was relevant to pupils, but they did not think they were doing enough of it. They also believed the standard of it was highly influenced by the person who delivered it and the interaction with pupils’ behaviour.

“...It is relevant and we just don’t think we do enough of it ... sometimes, when they (pupils) do have the chance to discuss it, they perhaps don’t do that in the most mature way – that’s why you get a situation where a teacher just is not comfortable as they worry about the class misbehaving ... In a way it is a cycle that is very difficult to break...” [E1-t]

The coordinator not only believed the current content was relevant, but also stressed SRE was a very important part in a holistic education perspective. She felt that the curriculum could help students relate to others, which was the objective of SRE/PSHE.

“...I am sympathetic towards PHSE – think it is part of developing the whole student. PHSE is about making all wise choices and decisions. If we can teach all the students to know how important it is... Wherever you work, it is always about relating to people, if we can develop students who can relate well to themselves and other people then we can help them to develop the skills to make good decisions then we’ve done well...”[E1-Co]

In order to ensure the suitability and relevance of SRE, it was important to identify needs in the local area. This would help to fulfil pupils' needs and focus on the issues most pressing in their lives.

"...understanding area you working in...good to know what is relevant in the area/you teach in - Work towards it. ..." [E1-Co]

Gender issues in SRE

Teachers reported that female pupils were more serious than their male counterparts in SRE lessons. They also believed their frustration of teaching SRE was attributed to male pupils' behaviour. However, they claimed that mixed gender SRE group was a better medium for SRE, as it would help pupils' mutual understanding.

"...Girls...within them they probably take it more seriously than boys... Don't think single sex would work. (It is) healthy to understand different point of view....Teacher uncomfortable going in to deliver SRE... probably worried about the reaction of the boys ..." [E1-t]

Topics within SRE

Preparation of topics within SRE

Lesson plans had been developed and given to tutors/teachers in the beginning of each half-term. These plans would help tutor/teachers to prepare these lessons beforehand; however, a different level of commitment usually resulted in a different level of involvement, which could affect the quality of lessons.

"...Half a term units which have got a lesson plan divided into 3 sections... they have those at the beginning of half term, read through them and know where they are going with it. Downfall is in a school of this size you have different staff with different levels of commitment so it is not necessarily the case that it would be delivered in a way that you would want them to or spending the right amount of time of it ..."[E1-t]

Team meetings were helpful for preparing SRE. Some resources were available for reference or that could be used in teaching. In E1, there was a developed method 'Board works' used by staff, which was prepared by a dedicated team. This could reduce the preparation time and effort of the individual tutor.

“...We have year team meetings every week and within these meetings we can then plan to get feedback as much as possible ...” [E1-t]

“...there are some resources we can get hold of and then it is guessing and looking what are the best ones are.... There is a PHSE ‘Board works’ interactive (web-based) screen that teachers can show to the students...” [E1-Co]

Views on topics within SRE

Apart from teachers’ views on lacking time for SRE mentioned previously, the coordinator claimed that various topics were covered in E1. She aimed to present topics in a more appealing format. However, controversial or sensitive topics were handed to outside speakers (groups) to deliver. SHADOW (Sexual Health and Drugs Outreach Work) Coventry was actively involved with SRE in the school.

“...contraception, relationships, family, community, STI/STD, lot of that is covered by SHADOW because PHSE is taught with a variety of people, lots of teachers are not specialised in it. Difficult topic to teach especially if you are a teacher. Shadow teach majority of the stuff... at the moment, (I am) trying to develop this to make it more exciting ...” [E1-Co]

Teaching/Learning methods

Preparation of teaching SRE

Teachers had lesson plans at the beginning of each half term, which could be followed to prepare the lessons. Although materials were given such as ‘Board works’, it was claimed that the delivery of SRE was dependant on the initiative of individual teachers.

“...Board works is interactive, PowerPoint and games on the whiteboard ...” [E1-Co]

Pedagogy of SRE

Various methods were used in E1 for teaching SRE, many of these were interactive. Therefore, plans (from the coordinator) were mentioned in order to develop teachers’ skills.

“...Discussion based. Scenario based. Role-play, problem pages etc... Short sharp activities or discussion...” [E1-t]

“...Plans to do more training with Y7/Y8 teachers to help develop discussion and debate ...” [E1-Co]

Acceptance of teaching/learning methods

Very little was stated regarding the acceptance of current methods from teachers in E1; teachers claimed to be trying to refine their methods. Plans for pedagogical training for teachers were mentioned in the above section.

Assessment of SRE

There was no rigorous method to evaluate learning/teaching of SRE in E1. Students’ self-evaluation was the only method mentioned by teachers. The lack of evaluation was believed to be caused by evaluative methods not being adopted in the school or simply the design of the curriculum.

“...Students self-evaluate to see how they feel they are getting on and what they feel they have learnt and what they need to improve their learning, but we don’t evaluate them in PHSE/SRE as it is a discreet curriculum area.... That (evaluation of SRE) just is not set up in this school...” [E1-t]

Training for teachers

Initial training for teachers

In the stage of initial teacher training, there was no specific training for SRE subjects. Teachers found it difficult in some situations, especially SRE being a sensitive topic. Special courses for SRE were only accessible to qualified teachers.

“...all sorts of other things might appear on your timetable that you have never been trained for at all... with SRE then some people are going to be embarrassed, some people are going to find it sensitive and if they are feeling that way then they are not going to deliver it effectively... do a PHSE/SRE qualification which is a separate qualification once you become a teacher. You would only do that if you wanted to go down that route... We learn by experience – learn from each other ...” [E1-t]

Ongoing training for teachers

Ongoing training was available for SRE, but it was designed for course leaders in schools. The focus and aim were to tackle issues within school rather than knowledge or teaching methods of SRE.

“...There are courses ...but these are targeted at heads of year/year leaders instead of a teaching team. More reactive rather than proactive, how you are going to deal with a pregnant schoolgirl and tackle that rather than something knowledge based...”
[E1-t]

There was no subject based training for teachers. Teachers would have to learn from each other or from in-school (in-service) training. However, they believed the training for leaders would help them obtain more resources for teaching, which was essential for them.

“...We just don’t get subject based training ... Working in small teams ...It’s about how to teach it and deliver it – not about the content itself. If a tutor was delivering something on contraception then she would give them all the resources that they will need or direct them to a textbook to learn the information and then help them to deliver it... this is through PHSE qualification then sending people on training courses to train them to teach that. Using the resources ...” [E1-t]

Benefit of training

The coordinator confirmed the benefit of training was to help her tackle wider issues and make her more aware of current issues. This was echoed with teachers’ beliefs regarding the purpose of current ongoing training above. This process might help the school to have a suitable approach and resources to deliver SRE.

“.... Looking at the local area or nationally. Coventry has highest teenage pregnancy rate in the country, which I did not realise before. Try to look at the stats and use that to develop what needs to be done both locally and nationally. Develop network of people across the city – trying to help this to form to do creative ideas...”
[E1-Co]

Difficulty within SRE

Resources for SRE

There were a lot of resources available; the use of which depended on the needs of the school. There were counsellors and nurses within the school who could help to deal with some issues.

“....there are some resources we can get hold of and then it is guessing and looking what are the best ones are... there are some counsellors and a school nurse you can go to....”[E1-Co]

E1 relied on outside specialist groups to deliver some difficult topics as mentioned in the previous section. The coordinator also mentioned the network between schools was a helpful aid for developing the curriculum based on sharing information and experiences.

“.....”Shadow” come in and teach a lot of sexual health and relationship education... as part of this PHSE course just completed have built a small network locally. Network of teachers in the city to tackle these problems.....” [E1-Co]

Accessibility of resources for SRE

Resources such as teaching aids and materials were accessible, but the need for more resources was stressed by the coordinator.

“...we may need to have more resources – always need more resources...” [E1-Co]

Practical difficulty within SRE

Teachers felt that a number of topics within SRE could cause uncomfortable feelings for some staff, and this would affect their delivery of SRE. This difficulty was associated with lack of confidence.

“...The fact that they are not specialists – there will be some staff who will not be comfortable going in and speaking about STD... therefore when they are not comfortable with it then it affects their delivery of it...”[E1-t]

There were some newer staff members who were reluctant to teach anything about sex; however the coordinator claimed there was still a team of staff who were happy to teach SRE. Therefore, more involvement/training for teachers was planned.

“...team of people who are fine about teaching it. We know that we can rely on them to teach it. Other staff, if they are new, are reluctant to teach sex education... Training does help to get a better knowledge – knowing people involved capable...” [E1-Co]

There was not enough time for SRE in the coordinator’s opinion. To address this would involve changing the school’s ethos and people’s attitudes about this subject. The school and its staff were generally supportive about SRE; however getting more people involved was the challenge for SRE in E1.

“...No, not at all (enough time for SRE)... sometimes this can be squeezed because of all the other subjects. Trying a way to bring that into the ethos of the school... Really good actually (supportive)... At the moment need to find more teachers who are interested in it...” [E1-Co]

Support for SRE

Teachers were uncertain about the support from the government; whilst it was a government led subject, SRE/PHSE was moving towards being a ‘discreet subject’ in their belief. There was a prevailing uncertainty surrounding the upcoming changes to this subject.

“...It is government led. In the sense that the curriculum here is very much from the top-down in terms of what happens where and SRE is going into science now – mainly... This is interesting as we are not sure if this is giving them the personal development they need – are they going to get the relationship education and are they going to talk about love? Well probably not from a science perspective.....” [E1-t]

However, there was still funding and support from the school which was confirmed by the coordinator.

“...in the PHSE budget – we have a budget that we have to work”[E1-Co]

Views on SRE policy

Views on current policy

Teachers had positive feelings about the guidelines of SRE; as it provided some guidance for implementation. However, they stressed that policy was a reactive approach which did not lead to a long-term solution.

“...it is helpful to have national guidelines otherwise these things would slip even more. The problem with it is it is always quite reactive linked to kind of what the latest thing in the media is... which is really just headline grabbing whereas it needs to be something much more long-term.....”[E1-t]

The constant change of policy regarding SRE also concerned teachers. They were confused about the right approach to tackle these issues, and they also felt it might be too flexible in its conduct. They also feared their students’ personal development could have been compromised for other main subjects.

“...Keep changing these things all the time – helpful?... (we) have to deliver some as its statutory to deliver SRE but what you have to deliver is very limited. QCA ‘lays down the law’ on what needs to be delivered. In the past few years they have been much more flexible in terms of their approach.... Some of our GCSE students go out to work experience, learning or college – to put that on a curriculum then there has to be a payback – and here, that is PHSE delivery time taken”[E1-t]

Views of textbooks

Textbooks were rarely used. This was because it was not feasible for teachers to use them in a limited time slot. Therefore the shared resource ‘board works’ was a helpful alternative to textbooks. This media could help deliver SRE in a more efficient way and grasp pupils’ attention.

“...Use some textbooks, Very rarely... this year has been very good in accumulating all the resources that we have onto the shared area and most of the teaching is done off an interactive whiteboard... If the information is up on the screen when they come in then it is an immediate focal point...” [E1-t]

Suggestions for improvement in SRE

Teachers felt that it would be better and more efficient for SRE to be delivered by a specialised team of staff. Providing more training opportunities and raising the awareness of SRE would also help. They all believed more time was needed for SRE.

“...Effective wise probably, I think that (specialised team teachers of SRE) is probably true.... More training would be useful... More time on it. Especially this year as it changing...” [E1-Co]

Parents were also mentioned as an important factor of successful SRE. Future plans must be made, in her opinion, to work with parents for a more comprehensive approach.

“...doing a parents’ conference – teach parents how to speak to their ‘teenagers’ about sex and relationships. Sometimes it can be difficult for parents...” [E1-Co]

7.1.2 Finding of teachers in E2

Feelings/Attitude towards SRE

SRE in the school

SRE in E2 was delivered within PSHE assembly time and tutor time. There were also some topics covered in other curricula such as Science.

“... We have PSHE assembly every Tuesday. We do it (SRE) in this and tutor time... I think it's very important – particularly the emotional and health side of it. The biological side is done in science anyway so we cover that again but as for decision making – keeping yourself healthy within the relationship emotionally and physically...” [E2-Co]

Satisfaction with SRE

Teachers were not satisfied with the current SRE in E2. They believed the general conduct of SRE was not adequate; they also had little support from the school for it. The standard of SRE was heavily reliant on the teachers' own knowledge, which was not consistent.

“... Feel uncomfortable – also methods outdated ..., I think my knowledge is pathetic ... I can live my life and cope with it but we are not informed enough.... Basically doing this off our own experiences – being mothers, having children... and that's the problem. What you find in your personal life – and you find out – how do you put that across to children? What do they need to know? What guidance?...” [E2-t]

Suitability of SRE

Teachers believed SRE was relevant and helpful to pupils' lives, but they were cautious that the lack of consistency may affect the outcome of SRE.

“... it's going to be relevant to them in the future so they are really keen to listen... It all depends on who that teacher is and what they are going to say – there are 2 ways of looking at it... No consistency whatsoever.....” [E2-t]

Gender issues in SRE

Teachers felt that the different maturity level between male and female pupils was the cause of the different reactions between genders in SRE. They noted that the differences would ease when they grow older.

“...the boys who are just being silly as they are immature and the girls who are more mature about it but you have the mix together. Perhaps this is something that needs to be looked at in Y7.....” [E2-t]

Some teachers chose to deliver SRE in single gender groups in E2; but the coordinator believed that some topics of SRE should be taught in mixed groups in order to achieve mutual understanding.

“...One or two tutors – independently – have got together and the female tutors tend to teach the females and male tutors the males. They have chosen to do that themselves on their own initiative... Need to be together at some point as the boys need to know what the girls go through and vice versa.....” [E2-Co]

Topics within SRE

Preparation of topics within SRE

The choice of topics within SRE was single handily prepared by the coordinator. It consisted of topics from national guidelines and some current issues in society (such as those from the media). However, the limited preparation time for tutors/teachers affected their understanding of some of these topics. Teachers reported that they often relied on their personal experience, which was not sufficient for SRE in teachers' views, especially in some more specific and professional topics.

“...I have been doing it single handed really for quite a while... Programme based upon guidelines from the government. Also experience basing it from previous year then allowing for it to take in more current issues and allowing it to become more flexible.....” [E2-Co]

“...We are given a few sheets – sometimes at very short notice– we have no professional medical input from anybody and it's embarrassing- you feel embarrassed to do it. Some people obviously do it better than others as they may be more confident. A lot of people just think that getting sheets 5, 10 20 minutes before is not enough as you do need to read through.....” [E2-t]

Views on topics within SRE

The ethos discussed by teachers in E2 was that they have no choice but to teach SRE; this could result in some quality inconsistencies. Hence, constant monitoring was mentioned as a necessary measure. There were also some topics which would be repeated in SRE, but it was claimed inevitable as pupils had different background knowledge of topics.

“...in our school they know that they have to do it – and even when they come to interview for a post then they will be told that this is what you will be doing – so, providing there is a programme that they can follow and adapt or make appropriate to their own style of teaching because some teachers will take it, go off and run with it, others will find it slightly different but stick to the same themes.....” [E2-Co]

“...we will unfortunately repeat some things for some students but not for everybody. Also, some primary schools will do SRE but others (pupils) will get a different experience.....” [E2-Co]

The locality also influenced the topics chosen in schools, some topics were more urgent (suggested by the coordinator) in some areas.

“...In some areas there is a far greater need for the underage teenage pregnancy work than in our school. In comparison with X for example, we are worlds apart. Location would influence the actual topics that were given more focused.....” [E2-Co]

Teaching/Learning methods

Preparation of teaching SRE

Teachers interviewed held very strong views on the lack of preparation time and limited knowledge of SRE. Although materials were prepared by the coordinator, it still did not ease any teachers' reservations on teaching this subject (see previous section).

Pedagogy of SRE

There were various activities used in E2 including discussion, lecturing and watching videos etc. Teachers felt the absence of outside visitors for SRE was disappointing, as they believed this would be very helpful.

“...I have used a lot of discussion and my own knowledge... The thing that we don’t use that could be really helpful is outside visitors.” [E2-t]

Acceptance of teaching/learning methods

Little evidence was gathered for the acceptance of teaching methods. Participants were more focused on the information level than methods. Although, pupils were perceived as generally interested in topics regarding SRE, teachers were more concerned about the amount of information they could deliver. This was perhaps due to their constant worries over the lack of confidence or knowledge. They stressed the frustration that sometimes they would skim through topics without any explanation. The coordinator also had more concern about information than methods.

“...if a subject you have very little knowledge about then it will just be skimmed over in a couple of minutes as we are more able to guide the students.....” [E2-t]

“...some of the info we give – some schools say you shouldn’t be doing such and such Some people will not find it relevant at that time but the information we give them is there to be used within the next 10 years.....” [E2-Co]

Assessment of SRE

Teachers would re-evaluate the course and give feedback to the coordinator; some modifications would be made based on that. Evaluations in classrooms were also available, usually including tutor and peer assessment for some presentations.

“...I will take tutor feedback. After we doing some work will evaluate the module – if it deemed not working we will not do that again... Generally, if there was a presentation being done by a group of people then there will be at least a tutor assessment and a peer assessment throughout the year – and for each year group.....” [E2-Co]

Training for teachers

Initial training for teachers

There was no training in the initial stage regarding SRE. It was claimed that this was not a localised trait; but a common shared one.

“...Nothing. Absolutely nothing. That’s not just a fault of this school; it’s any school you go in. There is absolutely no training.....” [E2-Co]

Ongoing training for teachers

There was very limited ongoing training for teachers to attend, and only some teachers would have the chance to participate if they showed high interest on this subject. However, there was an in-school meeting which could help teachers/tutor to focus on the issues they were facing and decide how to deliver each topic.

“...I have quite a big pastoral background from my old school, I went on drugs and counselling courses, but that was because I showed an interest in it. The vast majority of the staff it wasn't offered to. That's the way it is. It is only offered if you want to go that way and you are really interested.....” [E2-t]

“...About once a month or certainly once a half-term they have a tutor team meeting – we discuss what happens in Citizenship and PHSE. There is an element of training in that.....” [E2-Co]

The coordinator noticed that no teacher ever showed interest in this area in E2; even though the support of funding for training was available. Training would be beneficial for teachers, but the initiative of teachers also affected their willingness to participate.

“...the school has a training budget... If a tutor came to me and said that they really wanted to get into SRE and do a course on a specific topic, I will find them a course and send them on it. It doesn't happen...” [E2-Co]

Benefit of training

Teachers replied that training could help to raise teachers/tutors awareness of this issue, and it could also help newer teachers to familiarise themselves with these topics and the methods to use in these sessions. During these training sessions participants could share their experiences and relevant information/resources with each other.

“...I will put on extra activities that will get attended by tutors that are new to this who haven't done that piece of work before. Ideally tutors would like to know what they are going to do... – there are people who we can communicate to each other in the local areas. It certainly helps to sort some things out...” [E2-Co]

Difficulty within SRE

Resources for SRE

There were plenty of resources which could be used, such as books or pictures, but some of them could be made by staff in school too. Trial of these products was sometimes available, but a risk was involved for choosing something new which never been used before.

“...we make some of our own – there are plenty out there to purchase – some of the better ones are more expensive... The main problem with resources is you often cannot view them before you have them or spend the money...” [E2-Co]

There were also a lot of resources online, which could either be used directly or learnt from with very little cost. Noticeably, outside visitors could be very useful in SRE, although there had not been any experience of this within E2. The coordinator expressed the wish to try it in the future.

“...There are things on the internet you can get into.... ‘Life bites’ is good website with activities, games, and that sort of thing. ‘Why for health’ also have some interactive games and things that you can learn from as well... To incorporate the use of outside visitors ...” [E2-Co]

Accessibility of resources for SRE

Resources, for example books and educational games, were generally accessible, especially commercial products. Publishers and sales representatives usually approached the school themselves, and the coordinator had a lot of these resources on hand.

“...People contact us really as they want to sell (their products) ... I get lots of leaflets and brochures for SRE textbooks ...” [E2-Co]

Practical difficulty within SRE

The main challenge for teachers was teaching some topics they had no or very little knowledge of. They believed the lack of training was the problem. They also found a lot of knowledge-based information changed frequently but they had no channels to obtain up-to-date information readily.

“...It all goes back to the lack of training and the lack of knowledge of other birth control, like some male things that are becoming available – things are changing all the time ...” [E2-t]

Due to the lack of confidence, the coordinator suggested the need of a structured curriculum for tutors to follow.

“...Some other schools who have been delivering PSE and SRE once a week to the year group within the curriculum and now they are changing to go back to tutors delivering it. There is always a balance of which is the right way – our tutors will deliver it in the best way that they know how. If they don’t feel confident then it is going to be far more structured....” [E2-Co]

Limited time for SRE was also seen as a problem by teachers, the size of groups was also a challenge for them. They believed that it would be more efficient if the size was reduced and the time was expanded.

“...the groups are too big. Groups of 10 would be better. We don’t really have enough time to do it. I had 4 weeks to do pregnancy and birth and in those 4x1 hour sessions we were in assembly! Kids cannot possibly take that in such a time....” [E2-t]

Support for SRE

Teachers had no clear support from the school; they had limited knowledge on what was really happening regarding SRE. In contrast, the coordinator claimed to have good support from tutors and senior management from school.

“...Obviously not... Other than we have to do sex education....” [E2-t]

“...Tutors I work with are very supportive – generally will take work and go with it – and expect it to be there as well – as for as the senior management goes they know it has to be delivered and can be supportive....” [E2-Co]

Views on SRE policy

Views on current policy

Teachers were frustrated by the lack of training; they blamed the policy for not having enough funding for any training. The standard of SRE was compromised by the lack of guidance for the teacher. They believed clear guidance should be given to them in order to ensure the quality/standard of teaching.

“...There does not seem to be enough money in the system to provide us with training for anything. We have had our training virtually stopped on anything.....” [E2-t]

“...but in PSE we are told what to do... there is no discussion... so we might be doing it correctly... some other people may be doing it absolutely wrong. I don’t know what I am supposed to be teaching. As long as we do certain aspects we are not told by anybody this is what you should (or shouldn’t be doing) good not to have a checklist...” [E2-t]

Noticeably, as the profile of the curriculum had risen; the coordinator claimed that there was a more structured strategy and materials for teachers to follow.

“...Not compulsory how we deliver it but we do have to deliver it. It is not statutory about what we do like hours wise. If it was all very statutory then it would be delivered differently, and if it was an examined subject things would be done totally differently. The profile of PSE/SRE has risen in the last few years ...” [E2-Co]

Views on textbooks

Textbooks were not used in E2. However, materials from some other books were used within their copyrights.

“...We don’t tend to use textbooks in PSE/Citizenship. But there are books, and some good books. I tend to use these as well. Some books are photocopiable, with worksheets or activity sheets within them ...” [E2-Co]

Suggestions for improvement in SRE

Teachers felt that they were expected to deliver a good standard of SRE, but this would depend on the knowledge and training they had received. Hence the need for specialised training was strongly voiced by teachers as a means to improve SRE.

“...Sort of expectation... if you are going to teach anything you need to have a good knowledge of it. Within PHSE there are so many different subjects ...” [E2-t]

Having more time for SRE was stressed by teachers; this would enable them to deliver a lot more relevant and interesting issues.

“...I think we could make the appropriate time. We can organise our program how we want to – so if one year group particularly wanted to focus on one aspect of it then we could pick that up really – the amount of time is only normally between 4 and 6 weeks and that is enough for a year. You could pick other things ...” [E2-Co]

There were some other activities and resources which would need to be utilised to make SRE a more interesting topic for both teachers and pupils.

“...To incorporate more interactive activities – there are a lot of activities out there that they (pupils) can learn without really having an involvement with the tutors...There are people around who will do group visits, speak to the pupils... To move it on and really make things dynamic and exciting and interesting, which it can be...” [E2-Co]

7.2 Findings of pupils in England

7.2.1 Pupils’ feelings/attitudes towards SRE in E1

Many pupils agreed with [Helpfulness of SRE] and [Atmosphere in SRE] in E1, and nearly half of participants also agreed with [Satisfaction with SRE] and [Interesting SRE]. Only over 1/3 of them agreed with [More SRE lessons] whilst disagreement was still considerably lower in comparison with those who agreed. There was more disagreement with [New contents]. Agreement with [Single sex SRE] was similar in numbers on either side.

Overall, there was stronger agreement observed in section I in E1. [New contents] was the only question which received less positive responses. However, participants’ responses in [Single sex SRE] and [More SRE lessons] were quite diverse, numbers of responses between agreement and disagreement were close.

The result suggests that there were more students who showed satisfaction with SRE in E1. Similar patterns were found with the attitudes towards the contents and atmosphere of SRE, where more participants found SRE helpful, interesting and comfortable to be in.

The strong disagreement with [New contents] indicates that more participants showed concerns of the reoccurrence of some topics in SRE. Participants showed diverse opinions/attitudes regarding the idea of conducting SRE in single gender groups and a similar result was found towards the proposal of having more SRE sessions. Therefore, participants had no consensus regarding this issue.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-1	N	37	51	98	14	3
	%	18.2%	25.1%	48.3%	6.9%	1.5%
1-2	N	28	93	74	6	2
	%	13.8%	45.8%	36.5%	3.0%	1.0%
1-3	N	38	82	60	15	8
	%	18.7%	40.4%	29.6%	7.4%	3.9%
1-4	N	41	42	45	42	33
	%	20.2%	20.7%	22.2%	20.7%	16.3%
1-5	N	6	19	85	67	26
	%	3.0%	9.4%	41.9%	33.0%	12.8%
1-6	N	27	60	87	21	8
	%	13.3%	29.6%	42.9%	10.3%	3.9%
1-7	N	35	36	82	30	20
	%	17.2%	17.7%	40.4%	14.8%	9.9%

Table 7.3 Pupils' level of agreement of section I in E1

Associations between feelings and attitudes

There was a great deal of interaction between questions found in this section. There was a significant correlation between [Satisfaction with SRE], [Helpfulness of SRE], [Atmosphere in SRE], [Interesting SRE] and [More SRE lessons]. This suggests that participants who had greater satisfaction with SRE would also be likely to have more positive opinions on other perspectives of SRE.

[Single sex SRE] had the opposite effect on all other questions apart from [New contents]; this indicates that participants who were in favour of single gender SRE groups would also be likely to have more negative views on other perspectives. [New contents] was the only isolated question in section I in E1, this indicates that participants' views on this issue were independent which was less likely to be influenced by other aspects of SRE.

The results suggests that people who had positive experience or opinions of SRE were likely to carry this view/attitude throughout other perspectives. They also would be more favourable towards the idea of mixed gender groups in SRE.

	1-1	1-2	1-3	1-4	1-5	1-6	1-7
1-1	1						
1-2	.339**	1					
1-3	.458**	.428**	1				
1-4	-.317**	-.178*	-.260**	1			
1-5	.128	.108	.024	.138*	1		
1-6	.567**	.394**	.396**	-.272**	.160*	1	
1-7	.633**	.344**	.378**	-.341**	.071	.639**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 7.4 Correlation of section I in E1

Gender differences in responses

There were differences found between male and female responses in [Satisfaction with SRE] ($Z=-3.990$, $p<.01$), [Atmosphere in SRE] ($Z=-2.241$, $p<.05$), [Interesting SRE] ($Z=-2.796$, $p<.01$) and [More SRE lessons] ($Z=-3.262$, $p<.01$). Female participants had significantly more disagreements with these 4 issues. This suggests that female participants in E1 had more negative experiences or views than male participants.

		Mean Rank	Mann-Whitney U	Z	p
1-1	Female	117.84	3592.500	-3.990	.000**
	Male	87.21			
1-2	Female	105.16	4835.500	-.801	.423
	Male	99.05			
1-3	Female	111.08	4255.000	-2.241	.025*
	Male	93.52			
1-4	Female	96.69	4625.000	-1.270	.204
	Male	106.95			
1-5	Female	104.81	4869.500	-.699	.484
	Male	99.38			
1-6	Female	113.27	4040.500	-2.796	.005**
	Male	91.48			
1-7	Female	115.35	3837.000	-3.262	.001**
	Male	89.54			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 7.5 Comparison of section I between genders in E1

Variations between classes/tutor groups

There were 10 tutor groups/classes in E1. There were differences found between groups in [Satisfaction with SRE] ($\chi^2=22.023$, $p<.01$), [Interesting SRE] ($\chi^2=23.045$, $p<.01$) and [More SRE lessons] ($\chi^2=18.629$, $p<.05$). This suggests that all tutor groups/ classes in E1 had similar views/attitudes throughout the majority of perspectives in this section. However, different tutor groups/classes had a different level of satisfaction with SRE; they also had different views on whether the contents of SRE was interesting or not and their needs for more SRE.

	Chi-Square	df	p
1-1	22.023	9	.009**
1-2	7.978	9	.536
1-3	7.401	9	.595
1-4	8.324	9	.502
1-5	13.229	9	.153
1-6	23.045	9	.006**
1-7	18.629	9	.029*

** . Probability is significant at the 0.01 level (2-tailed).

*. Probability is significant at the 0.05 level (2-tailed).

Table 7.6 Comparison of section I between tutor groups/classes in E1

Views on the curriculum of SRE

There was SRE in E1, but it was spread out over different curricula. The most mentioned curriculum for SRE was Science. Tutor time also contained some SRE elements, as it was a major time slot for PSHE.

“...we had it once in the science topics..... They only talk about it in science. It is ok, just like any other topics.... We had PSHE in tutor time ...” [E1-g1]

“...We only had it talked in science ...” [E1-g2]

Satisfaction with SRE

Pupils were satisfied with SRE, but they had no particular views on it. They mentioned the lack of diversity in SRE; they only had very limited experiences with it. They had difficulty to make any comments upon this.

“...It is all right ... It is ok, just like any other topics... we can really get a little bit more... but it is still pretty good actually ...” [E1-g1]

“...it’s alright... not good not bad but need to cover different things not just like one ...” [E1-g2]

Views on relevance of SRE

Pupils believed that SRE was relevant to their current and future life and wished to know more about it. They stressed their needs to learn more about it.

“...it is relevant to our life...we want to know more...just a bit more ...” [E1-g1]

“...well...it is all going to happen to us ...” [E1-g2]

Gender issues in SRE

Pupils noticed some difference between males and females during SRE, and they reported that male pupils made jokes about topics within SRE.

“...it is equal. No difference ... Boys did make jokes though... they just keep laughing ...” [E1-g1]

Pupils preferred to learn topics in separate gender groups, especially female pupils. They believed it would allow them to focus more on their own issues without interruptions from the opposite sex.

“...I think this kind of topic should be separate actually... Because we can express more things and ask more questions and not feeling embarrassed by others. Sometimes you just don’t know if they (boys) are going to laugh or not when I ask questions....” [E1-g1]

“...I think you will feel more free when it is all girls groups, because you don’t have to deal with other sex...” [E1-g2]

Pupils also preferred to be taught by the teachers of the same gender in SRE. They expressed their uneasiness when talking about issues in SRE with the opposite sex, including teachers.

“...Sometimes when you learning about sex, the girls should speak to girl(female) teacher and boys to a boy(male) teacher ... easier to ask girly questions to a female teacher. Off a man you can’t really ask as you will feel a bit shy then...” [E1-g2]

7.2.2 Pupils' feelings/attitudes towards SRE in E2

Many pupils agreed with [Helpfulness of SRE] in E2, and nearly half of participants also agreed with [Atmosphere in SRE], [Single sex SRE] and [Interesting SRE]. Although some participants expressed dissatisfaction in [Satisfaction with SRE], the number of participants who showed satisfaction of SRE was still greater than those who showed the opposite. There was more disagreement with [New contents] and [More SRE lessons]. Overall, there was more agreement observed in most questions from section I in E2, however [New contents] and [More SRE lessons] were the two questions which received more disagreement responses.

The result suggests that there were more students who showed satisfaction with SRE in E2. In addition, more agreement responses were found with the attitudes towards the contents and atmosphere of SRE, with more participants finding SRE helpful, interesting and comfortable to be in. However, the result also indicated some concerns with the content of SRE regarding the reoccurrence of topics.

The result in [Single sex SRE] indicates that there were more participants in favour with the proposal of conducting SRE in single gender groups.

Subsequently, the result reveals that more participants in E2 preferred not to have more SRE sessions.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-1	N	29	54	90	25	15
	%	13.6%	25.4%	42.3%	11.7%	7.0%
1-2	N	40	96	66	9	2
	%	18.8%	45.1%	31.0%	4.2%	0.9%
1-3	N	36	65	59	39	14
	%	16.9%	30.5%	27.7%	18.3%	6.6%
1-4	N	31	65	67	28	22
	%	14.6%	30.5%	31.5%	13.1%	10.3%
1-5	N	14	38	87	59	15
	%	6.6%	17.8%	40.8%	27.7%	7.0%
1-6	N	34	55	79	27	18
	%	16.0%	25.8%	37.1%	12.7%	8.5%
1-7	N	40	31	60	54	28
	%	18.8%	14.6%	28.2%	25.4%	13.1%

Table 7.7 Pupils' level of agreement of section I in E2

Associations between feelings and attitudes

Interaction between questions was found in this section. There was a significant correlation between [Satisfaction with SRE], [Helpfulness of SRE], [Atmosphere in SRE], [Interesting SRE] and [More SRE lessons]. This suggests that participants who had greater satisfaction with SRE would also be likely to have more positive opinions on other aspects of SRE.

However, [Single sex SRE] had the opposite effect on all other questions except [Helpfulness of SRE] and [New contents]; this indicates that participants who preferred single gender SRE groups would be likely to have more negative views on the other perspectives.

Subsequently, the result suggests that people who had positive experience or opinions of SRE were likely to carry this view/attitude throughout most of the other perspectives of SRE. Their views also reflected a favourable attitude towards mixed gender groups in SRE.

	1-1	1-2	1-3	1-4	1-5	1-6	1-7
1-1	1						
1-2	.608**	1					
1-3	.658**	.599**	1				
1-4	-.212**	-.123	-.258**	1			
1-5	.133	.249**	.165*	.038	1		
1-6	.702**	.647**	.709**	-.151*	.221**	1	
1-7	.761**	.653**	.691**	-.207**	.110	.742**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 7.8 Correlation of section I in E2

Gender differences in responses

Results of all questions in section I showed differences between female and male groups in E2. Female participants had significantly more disagreements with all issues except [Single sex SRE] which they had more agreements with. This suggests that female participants had more negative experiences or views than male participants. Moreover, more female participants preferred the proposal of conducting SRE in single gender groups.

		Mean Rank	Mann-Whitney U	Z	p
1-1	Female	136.73	2781.000	-6.644	.000**
	Male	83.07			
1-2	Female	131.04	3321.000	-5.470	.000**
	Male	87.64			
1-3	Female	135.43	2904.000	-6.234	.000**
	Male	84.11			
1-4	Female	88.73	3869.500	-4.016	.000**
	Male	121.71			
1-5	Female	118.65	4498.000	-2.604	.009**
	Male	97.62			
1-6	Female	137.78	2681.000	-6.799	.000**
	Male	82.22			
1-7	Female	135.01	2944.500	-6.107	.000**
	Male	84.45			

** . Probability is significant at the 0.01 level (2-tailed).

Table 7.9 Comparison of section I between genders in E2

Variations between classes/tutor groups

There were 9 tutor groups/classes in E2. There were differences found between groups on all questions except [New contents]. This suggests that all tutor groups/classes in E2 had different views/attitudes throughout most perspectives in this section, but they had a similar pattern of response/view in the issue of contents of SRE being new or not.

	Chi-Square	df	p
1-1	22.589	8	.004**
1-2	25.436	8	.001**
1-3	20.744	8	.008**
1-4	16.087	8	.041*
1-5	7.220	8	.513
1-6	21.993	8	.005**
1-7	18.583	8	.017*

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 7.10 Comparison of section I between tutor groups/classes in E2

Views on the curriculum of SRE

SRE could be found in PSHE assembly time once a week and tutor time in E2. Some other subjects also contained information relevant to SRE including Science and RE. Pupils perceived SRE in E2 as very detailed.

“...PSHE assembly, tutor time...Science and RE also had some activities about SRE...” [E2-g1]

“...detailed – go into the detail of everything ...” [E2-g3]

Satisfaction with SRE

Pupils were reasonably satisfied with SRE in E2, because they regarded SRE as a less boring subject in comparison with others. They also believed that SRE could be enjoyable, but sometimes maybe embarrassing. The negative feeling toward SRE was due to the ill-received materials in SRE sessions.

“...It’s ok but it can be quite funny or embarrassing – learn about some things you never heard about before ...” [E2-g1]

“...It’s alright. Prefer SRE...: Because not as boring as others (subjects)... Maybe a bit embarrassed, as maybe when they show some weird bit...” [E2-g2]

Views on relevance of SRE

Pupils did not think the contents of SRE were relevant to their current life but admitted that it may be so in the future. They also reported that the information they receive in SRE was out of context (date) and it would not apply to the real situations.

“...Not really... Life’s different compared to what it used to be – not really helpful that much – we have like different things now ...” [E2-g1]

“...Yeah, when we are older... not relevant to current life ...” [E2-g3]

The non-relevance of SRE was emphasised in the context of watching videos; many pupils reported that they can not relate to videos due to the presentations and context within those videos.

“...really old (videos) ...old stuff from the 70s...life is different compared to what it used to be, not really helpful that much...we like different things now...” [E2-g1]

“...some of them (videos) like really old or not very good... don’t really understand what’s meant to be happening...” [E2-g3]

Gender issues in SRE

Pupils had negative experience in mixed gender SRE groups; and they believed some topics of SRE should be conducted in single gender groups. Although pupils of both sexes were engaged with SRE, they noticed the different reactions between them. Male pupils were less serious than female pupils in SRE; making jokes was a common behavioural pattern of male pupils.

“...Girls talk through it. Boys laugh through it. Boys make more jokes – don’t take it seriously as they embarrassed ... (single gender groups) will help you to learn about some of the things you need to know...” [E2-g1]

Pupils noticed the difference between male and female teachers regarding their teaching style in SRE. However, they had no preference and believed the result would be the same regardless of the teacher’s gender. The only difference was the

level of confidence of the individual teacher; they could sense this during the teacher's delivery of the subject.

"...have one female teacher apart from X.... he's scared. Doesn't like teaching it... seems embarrassed ..." [E2-g3]

7.2.3 Pupils' feedback regarding topics within SRE in E1

Coverage of topics within SRE

In this section students were asked to express their perceived knowledge of which topics were covered in SRE. There were 14 topics listed in this part.

Only 6 out of the 14 topics were perceived covered by pupils of E1. Amongst these 6 topics, two of them were only perceived covered by just over half of participants.

The remaining 8 topics were perceived 'not covered' in this section, they were [Emotional management], [Self-image and self-esteem], [Love], [Marriage and family life], [Contraception], [Sex and media], [Sexual harassment] and [Sexual orientation].

This suggests that E1 showed strong likelihood that it had covered some of these topics in SRE based on participants' perception.

	Topic has been covered		Topic has not been covered			
			Wish to be covered		Wish not to be covered	
	Frequency	Percent	Frequency	Percent(*)	Frequency	Percent(*)
2-1	170	83.7	16	7.9 (48.5)	17	8.4 (51.5)
2-13	137	67.5	40	19.7 (60.6)	26	12.8 (39.4)
2-12	136	67.0	41	20.2 (61.2)	26	12.8 (38.8)
2-5	126	62.1	38	18.7 (49.4)	39	19.2 (50.6)
2-6	108	53.2	52	25.6 (54.7)	43	21.2 (45.3)
2-4	104	51.2	51	25.1 (51.5)	48	23.6 (48.5)
2-7	97	47.8	50	24.6 (47.2)	56	27.6 (52.8)
2-11	92	45.3	80	38.4 (72.1)	31	15.3 (27.9)
2-8	91	44.8	58	28.6 (51.8)	54	26.6 (48.2)
2-2	90	44.3	69	34.0 (61.1)	44	21.7 (38.9)
2-3	85	41.9	76	37.4 (64.4)	42	20.7 (35.6)
2-9	77	37.9	76	37.4 (60.3)	50	24.6 (39.7)
2-14	64	31.5	74	36.5 (53.2)	65	32.0 (46.8)
2-10	56	27.6	80	39.4 (54.4)	67	33.0 (45.6)

(* percentage within the category' topic has not been covered')

Table 7.11 Coverage of topics in E1 (presented in a descending order)

Views on topics within SRE

Not too many topics had been covered in the pupils' opinion. However, they expressed their interest on topics about self-esteem, sexual harassment and relationships. They had very little knowledge of these and believe these topics would be beneficial to their lives.

"...we did it in PD (Personal Development). But it is just one lesson...we didn't do much about it... because when you in that kind of situation you know how to deal with it and who to tell..." [E1-g2]

"...sexual harassment... because of sexual harassment you don't know if you should say something or like...need to know like if it safe to do it or not... and self esteem. Don't get taught much about it..." [E1-g2]

Less preferred SRE topics

Puberty was the topic most taught in E1 and pupils found it very repetitive; however they specified that they had more detailed information recently. They also felt the topic regarding law was unnecessary as they claimed that everyone should know it by their age.

“...Because they talked about it in primary school, and now they talk about it again...they gave us same information but more detail....” [E1-g1]

“...maybe law, because everyone knows what it is....” [E1-g2]

Preferred topics for future SRE

Pupils wished to have more topics about relationships, emotional management, marriage and family life. They agreed they received very little or no information regarding these topics, but they really wanted to learn more about these subjects.

“...the thing to keep(manage) your anger... marriage and family life... because you really need to know what to deal with when you grow old...they really need to talk about what we really need to know like when we go through ...maybe more thing can be explained....we really didn’t talk about relationships. ..or like self image or self esteem....” [E1-g1]

7.2.4 Pupils’ feedback regarding topics within SRE in E2

Coverage of topics within SRE

Only 2 out of the 14 topics had more participants perceived covered in E2, they were [Puberty] and [Roles as a male/female], and one of them actually measured just over 50%. The remaining 12 topics had more participants who perceived these as ‘not covered’ in this section.

This suggests that E2 were unlikely to have covered most of these topics in SRE, based on participants’ perceptions. The only two topics that had a moderate possibility of being covered were [Puberty] and [Roles as a male/female].

	Topic has been covered		Topic has not been covered			
			Wish to be covered		Wish not to be covered	
	Frequency	Percent	Frequency	Percent (*)	Frequency	Percent (*)
2-1	192	90.1	9	4.2 (42.9)	12	5.6 (57.1)
2-4	111	52.1	54	25.4 (52.9)	48	22.5 (47.1)
2-2	98	46.0	76	35.7 (66.1)	39	18.3 (33.9)
2-3	91	42.7	82	38.5 (67.2)	40	18.8 (32.8)
2-9	87	40.8	89	41.8 (70.6)	37	17.4 (29.4)
2-6	86	40.4	74	34.7 (58.3)	53	24.9 (41.7)
2-7	82	38.5	55	25.8 (42.0)	76	35.7 (58.0)
2-8	74	34.7	72	33.8 (51.8)	67	31.5 (48.2)
2-5	67	31.5	86	40.4 (58.9)	60	28.2 (41.1)
2-13	56	26.3	108	50.7 (68.8)	49	23.0 (31.2)
2-11	55	25.8	117	54.9 (74.1)	41	19.2 (25.9)
2-12	52	24.4	129	60.6 (80.1)	32	15.0 (19.9)
2-10	36	16.9	81	38.0 (45.8)	96	45.1 (54.2)
2-14	26	12.2	102	47.9 (54.5)	85	39.9 (45.5)

(* percentage within the category ‘topic has not been covered’)

Table 7.12 Coverage of topics in E2 (presented in a descending order)

Views on topics within SRE

Pupils were not positive about most of topics within SRE. They had received limited information about them. They would prefer any topics as long as it could be done in a more informative manner.

“...Watched a video and it said nothing about it...Not really went into any details...Said we would get on to it but we never did...May think some things are quite normal as we have not been told ...” [E2-g1]

Less preferred SRE topics

There were several topics mentioned as very repetitive by pupils such as puberty, friendships, dating and STIs. Pupils believed they knew the information given in SRE session involving these topics, hence they found it very boring and unnecessary to learn it again.

“... talk a lot about it – after you have had it loads then it gets really boring... we already know how to do that so it’s a bit boring ...” [E2-g2]

Preferred topics for future SRE

A lot of topics of SRE were ill-received by pupils, but they had more positive expectations on the topics of sexual harassment and physical issues.

“...some parts want more info like harassment and physical problems ...” [E2-g1]

7.2.5 Pupils’ experiences of teaching/learning methods in E1

Perceived teaching/learning methods

Half of the 10 methods were experienced by pupils of school E1. However, there were still 5 methods that were perceived as ‘not experienced’ in this section, they were [Role play exercise], [Playing games], [Watching videos/DVDs], [Using internet/computers] and [Using commercially prepared materials].

This suggests that participants of E1 had experienced some degree of different types of teaching/learning methods, but [Role play exercise], [Playing games], [Watching videos/DVDs], [Using internet/computers] and [Using commercially prepared materials] were the methods less used in E1.

	Method has been experienced		Method has not been experienced			
			Wish to experience		Wish not to experience	
	Frequency	Percent	Frequency	Percent (*)	Frequency	Percent (*)
3-4	151	74.4	32	15.8 (61.5)	20	9.9 (38.5)
3-3	139	68.5	37	18.2 (57.8)	27	13.3 (42.2)
3-1	134	66.0	23	11.3 (33.3)	46	22.7 (66.7)
3-2	119	58.6	52	25.6 (61.9)	32	15.8 (38.1)
3-7	101	49.8	51	25.1 (50.0)	51	25.1 (50.0)
3-8	94	46.3	81	39.9 (74.3)	28	13.6 (25.7)
3-6	76	37.4	89	43.8 (70.1)	38	18.7 (29.9)
3-10	75	36.9	69	34.0 (53.9)	59	29.1 (46.1)
3-9	72	35.5	90	44.3 (68.7)	41	20.2 (31.3)
3-5	54	26.6	78	38.4 (52.3)	71	35.0 (47.7)

(* percentage within the category ‘Method has not been experienced’)

Table 7.13 Teaching/Leaning methods in E1 (presented in a descending order)

Favourite teaching/learning method

Out of the 10 methods listed in this section, the favourite method perceived by participants in E1 was [Watching videos/DVDs], and the least favourite was [Using internet/computers].

	Frequency	Percent	Ranking
3-8	33	26.6	1
3-4	21	16.9	2
3-5	18	14.5	3
3-2	16	12.9	4
3-3	13	10.5	5
3-6	11	8.9	6
3-1	5	4.0	7
3-7	3	2.4	8
3-10	3	2.4	8
3-9	1	.8	10
Total	124	100.0	

Table 7.14 Pupils' favourite method in E1 (presented in a descending order)

Views on teaching/learning methods

Lecturing, watching videos and discussion were the main methods used in delivering SRE. Textbooks were also used in assisting the process. There were also some outside speakers for some topics.

"...we discuss ...it is just like normal topics...we just watch a video and pictures of what happened. And we read like in the textbooks...and we ask questions... we had SHADOW about 3 times...we talked about topics..." [E1-g1]

"...using book or answer questions. Videos and pictures ..." [E1-g2]

Suggestions for teaching/learning methods

Pupils preferred SRE to be delivered within a more interactive method e.g. discussion. They also favoured with activities brought by outside speakers.

"... Probably outside speakers... because in tutor (groups) we haven't really talked about that ..." [E1-g1]

"...Get more people in ... Makes it more interesting by it not being like your teacher teaching it ..." [E1-g2]

Pupils preferred teachers/tutor to be more confident about their teaching. They believed teachers or other personnel with more training could improve the delivery of these topics in SRE.

“...He has no hesitation to talk about it.... Told us there is nothing to laugh about so he was very confident teaching that topic ...” [E1-g1]

“...they have to have more training and concentrate on that and are able to tell you more ...” [E1-g2]

7.2.6 Pupils’ experiences of teaching/learning methods in E2

Perceived teaching/learning methods

Four of these 10 methods were experienced by pupils of school E2, these were [Lecturing], [Small group discussion], [Whole class discussion] and [Watching videos/DVDs]. However, the remaining 6 methods were perceived as ‘not experienced’ in this section.

This suggests that participants of E2 had experienced some types of teaching/learning methods, but many of these methods were less likely to be adopted in E2.

	Method has been experienced		Method has not been experienced			
			Wish to experience		Wish not to experience	
	Frequency	Percent	Frequency	Percent (*)	Frequency	Percent (*)
3-1	174	81.7	18	8.5 (46.2)	21	9.9 (53.8)
3-8	154	72.3	41	19.2 (69.5)	18	8.5 (30.5)
3-4	149	70.0	28	13.1 (43.8)	36	16.9 (56.2)
3-3	128	60.1	51	23.9 (60.0)	34	16.0 (40.0)
3-7	86	40.4	67	31.5 (52.8)	60	28.2 (47.2)
3-2	61	28.6	79	37.1 (52.0)	73	34.3 (48.0)
3-9	57	26.8	86	40.4 (55.1)	70	32.9 (44.9)
3-10	54	25.4	75	35.2 (47.2)	84	39.4 (52.8)
3-6	49	23.0	96	45.1 (58.5)	68	31.9 (41.5)
3-5	43	20.2	79	37.1 (46.5)	91	42.7 (53.5)

(* percentage within the category ‘Method has not been experienced’)

Table 7.15 Teaching/Leaning methods in E2 (presented in a descending order)

Favourite teaching/learning method

Among the 10 methods listed in this section, the favourite method perceived by participants in E2 was [Watching videos/DVDs], and the least favourite was [Discussing relevant news].

	Frequency	Percent	Ranking
3-8	39	27.5	1
3-5	23	16.2	2
3-3	22	15.5	3
3-4	19	13.4	4
3-1	17	12.0	5
3-6	7	4.9	6
3-2	6	4.2	7
3-10	5	3.5	8
3-9	3	2.1	9
3-7	1	.7	10
Total	142	100.0	

Table 7.16 Pupils' favourite method in E2 (presented in a descending order)

Views on teaching/learning methods

There were several methods adopted in E2 including lecturing, discussion, role play (simulation) exercise and watching videos. All these methods were well received by pupils. However, some pupils would prefer to watch videos, because they did not completely believe what they had been told by teachers.

"..... don't like teacher talking...better watching a video...the teachers don't know what they are on about ..." [E2-g3]

Suggestions for teaching/learning methods

Pupils believed they would need more informed tutors/teachers in SRE who they can trust. They believed these teachers could deliver SRE more effectively. They would like to have all their questions answered by them.

".....Should have a separate tutor who knows about it as most tutors will just follow what's written on a bit of paper. ...– if you ask one of the tutors he will either tell you to shut up or go and ask someone else. Would not actually talk to the teacher as some will not take it seriously. More inclined to go to teacher they trust ..." [E2-g1]

7.2.7 Pupils' needs and expectations of SRE in E1

Resources for SRE

Pupils learnt SRE from books and friends apart from teaching in school. They also had the chance to experience outside organisations' activities concerning SRE. Some female pupils also had experience of discussing SRE topics with their parents.

"...If one of them (group of friends) has problem then they will just talk about it ...we (female pupils) ask our mums... They have been through it and know what it's like..." [E1-g2]

"...SHADOW came inin tutor groups ..." [E1-g1]

Allotted time for SRE

Pupils believed that due to the limited time given they had not received sufficient SRE lessons. They expressed their need for prolonging the current curriculum because of its importance.

"...maybe like keep the topic a little bit longer not just quick topics. And maybe a bit more time there. ..." [E1-g1]

"...I don't think it showed us everything what happens...it was quite briefly..." [E1-g2]

Expectations of SRE

The general consensus of expectations regarding SRE was that more time was needed for this and more topics needed to be covered with more detailed information.

"...we haven't had the chance. It would be possible to keep it longer..." [E1-g1]

"...Only teaching halfway ...Only really covered some topics... Need to know how it happens and what/when to expect. Not covered just by teaching us about puberty age etc. ..." [E1-g2]

7.2.8 Pupils' needs and expectations of SRE in E2

Resources for SRE

There were several resources for SRE relevant information including internet, media and local charitable organisations. Pupils also received information from their friends and sometimes their parents. However, not all of the information from these resources was perceived as accurate.

"...Parents, sometimes we can talk to them or the place BASE (a local youth centre) open on Thursdays ..." [E2-g1]

"...Pick it up in the playground with mates ... internet, TV ... Not very (accurate)..." [E2-g2]

Allotted time for SRE

Pupils noticed the time restraint of SRE and wished to spend more time on learning new information.

"....not have enough time...1 hour a week but sometimes in different subjects ..." [E2-g3]

Expectations of SRE

Pupils believed the problem may lie with teachers; they wished to have teachers who can feel more comfortable about SRE.

"....some other teachers it is obvious they don't want to talk about it as they find it embarrassing ..." [E2-g2]

7.3 Comparison of teachers' perceptions between E1 & E2

7.3.1 Teachers' feelings/attitudes towards SE between E1 & E2

SRE was delivered in different structures between E1 and E2. It was a structured lesson across different subjects in E1; whilst SRE was predominantly delivered in PSHE assembly time, tutor time and Science in E2.

Teachers' satisfaction regarding SRE was relatively low in both E1 and E2. They both claimed that the non-specialised background of them caused most of their dissatisfaction with SRE. They also believed they did not have enough SRE within their schools.

Teachers from E1 and E2 both agreed that SRE is relevant to students' life. They also identified male pupils are more responsive during SRE sessions. Although there was some practice of conducting single gender SRE groups in E2, the overall belief was to deliver SRE in mixed gender groups. They identified that mixed gender groups will help pupils to have mutual understanding.

Overall, apart from the structure of SRE being different, teachers had similar responses regarding most issues in this section.

SRE in the school	E1	<i>"...they had it in PD lesson...1 term worth of sex and relationship..."</i> <i>"...have themed weeks throughout the year ..."</i>
	E2	<i>"...The biological side is done in science ..."</i>
Satisfaction with SRE	E1	<i>"...we don't do enough of it... non-specialists delivering it which is not a fantastic model"</i>
	E2	<i>"...Feel uncomfortable – also methods outdated..."</i>
Suitability of SRE	E1	<i>"...It is relevant ..."</i> <i>"...it is part of developing the whole student ..."</i> [
	E2	<i>"...it's going to be relevant to them in the future so they are really keen to listen....."</i>
Gender issues in SRE	E1	<i>"...Girls take it more ...they probably take it more seriously than boys ..."</i>
	E2	<i>"...the boys who are just being silly as they are immature and the girls who are more mature about....."</i> <i>"...Need to be together at some....."</i>

Table 7.17 Teachers' feelings/attitudes towards SE between E1 & E2

7.3.2 Topics within SRE between E1 & E2

Teachers from E1 and E2 had different perceptions regarding preparation of topics within SRE, although the different level of commitment from staff was noticed by teachers from both schools. Teachers in E1 were more informed about SRE topics; but their counterparts in E2 were considerably less so.

It was common that in E1 difficult topics for teachers would be covered by outside groups, something which was unavailable in E2. Teachers in E2 would have to deliver it whether they agreed with the materials or not. Therefore teachers from E2 had more concerns regarding the consistence and quality of SRE.

Overall, teachers from these two schools had very different perceptions regarding this issue; this might be caused by the fact that the structure of SRE was different between these two schools.

Preparation of topics within SRE	E1	<i>"...in a school of this size you have different staff with different levels of..."</i> <i>"... We have year team meetings ..."</i>
	E2	<i>"...I have been doing it single handed ... Programme based upon guidelines from the government....."</i> <i>"...very short notice...not enough as you do need to read through....."</i>
Views on topics within SRE	E1	<i>"...contraception, relationships, family, community, STI/STD, lot of that is covered ..."</i>
	E2	<i>"...in our school they know that they have to do....."</i> <i>"...we will unfortunately repeat some things for some students but not for everybody....."</i>

Table 7.18 Teachers' views on topics within SE between E1 & E2

7.3.3 Teaching methods of SRE between E1 & E2

There was no strict model of teaching SRE in E2, whilst it was well organised in E1. The methods adopted in E1 were consistent - especially the multimedia method 'Board works'. Therefore the preparation of teaching SRE was different between E1 and E2.

Discussion was noticed to be used in both E1 and E2. Apart from discussion, teachers from E1 had more opportunities to try other methods.

Very little was mentioned regarding the acceptance of teaching methods in E1, but teachers from E2 expressed some opinions relating to this issue. However, there was still no mention of current acceptance by teachers in either school.

There was no rigorous assessment of SRE in either E1 or E2; pupils' self evaluation was mentioned by teachers from both schools. The only significant evaluation was by teams of teachers evaluating the module of SRE - which was found in both schools.

In conclusion, teachers' perceptions regarding teaching methods of SRE differed between E1 and E2. This was caused by the different structure which was mentioned in the previous section.

Preparation of teaching SRE	E1	<i>"...Board works is interactive ..."</i>
	E2	N/A
Pedagogy of SRE	E1	<i>"...Discussion based ... Short sharp activities or discussion..."</i>
	E2	<i>"...I have used a lot of discussion...."</i>
Acceptance of methods	E1	N/A
	E2	<i>"...if a subject you have very little knowledge about then it will just be skimmed over....."</i>
Assessment of SRE	E1	<i>"...Students self-evaluate... we don't evaluate them in PHSE/SRE ..."</i>
	E2	<i>"...I will take tutor feedback. After we doing some work will evaluate the module...."</i>

Table 7.19 Teachers' views on teaching methods of SE between E1 & E2

7.3.4 Training for teachers between E1 & E2

Teachers from neither school had ever received any form of training regarding SRE; they also pointed out that there was no ongoing training for them to attend. The only person who had any background training in E1 and E2 was the coordinator. Although it was mentioned by the coordinators from both schools that they were trying to pass the relevant knowledge and experience on to teachers; teachers' perceptions regarding this were still limited.

The benefit of training was acknowledged by coordinators from both schools; they believed it would not only help raise their awareness of SRE, but also build a useful network for SRE.

Overall, teachers' perceptions regarding training were consistent between E1 and E2. Teachers in both schools received very little or no training, but they still believed some adequate training would help them with their teaching.

Initial training for teachers	E1	<i>"... We learn by experience – learn from each other ..."</i>
	E2	<i>"...Nothing. Absolutely nothing. There is absolutely no training...."</i>
Ongoing training for teachers	E1	<i>"...There are courses ...but these are targeted at heads of year/year leaders instead of a teaching team ..."</i> <i>"... We just don't get subject based training ..."</i>
	E2	<i>"...It is only offered if you want to go that way and you are really interested...."</i> <i>"...About once a month or certainly once a half-term they have a tutor team meeting...."</i>
Benefit of training	E1	<i>"....to develop what needs to be done both locally and nationally. Develop network of people across the ..."</i>
	E2	<i>"...we can communicate to each other in the local areas. It certainly helps to sort some things out..."</i>

Table 7.20 Teachers' views on training between E1 & E2

7.3.5 Difficulty within SRE between E1 & E2

Teachers from both schools agreed that there were resources for SRE and they were accessible, but the approach of utilising these resources was different between E1 and E2. Teachers in E1 had more experience using resources outside school, whilst teachers in E2 leaned more toward making their own materials.

Lack of training and time were the main issues raised by teachers from both schools. However, there were also some individual difficulties within each school e.g. the group size in E2. Overall, teachers from both schools were facing similar difficulties regarding SRE.

Teachers from both schools had some support within school, but limited support other than this. However, the level of support was noticeably lower in E2 as there was a contradiction between teachers and the coordinator regarding this issue.

Resources for SRE	E1	<i>"....there are some resources we can get hold ..." ".....'Shadow' come in and teach a lot of sexual health and relationship education..."</i>
	E2	<i>"...we make some of our ..." "...There are things on the internet you can get into..."</i>
Accessibility of resources for SRE	E1	<i>"...we may need to have more resources – always need more resources..."</i>
	E2	<i>"...People contact us really as they want to sell (their products) ..."</i>
Practical difficulty within SRE	E1	<i>"...when they are not comfortable with it then it affects their delivery of it..." "...sometimes this can be squeezed because of all the other subjects."</i>
	E2	<i>"...It all goes back to the lack of training and the lack of ..." "...the groups are too big..."</i>
Support for SRE	E1	<i>"...It is government led..." "...in the PHSE budget – we have a budget that we have to work ..."</i>
	E2	<i>"...Obviously not... Other than we have to do sex education...." [E2-t] "...Tutors I work with are very supportive...." [E2-Co]]</i>

Table 7.21 Teachers' views on difficulty within SE between E1 & E2

7.3.6 Views on policy of SRE between E1 & E2

Teachers from both schools had reservations about the current policy of SRE. Teachers in E1 were more concerned about the constant change of SRE; whilst teachers in E2 were more aware of the lack of support from the policy.

Neither of these two schools used textbooks on a regular basis; this was a consistent trait shared by E1 and E2.

Having more time for SRE, together with more training were the main expectations from teachers in both schools. However, there was also some individual improvement to be made due to the individual weaknesses in each school.

Overall, teachers' perceptions regarding these issues were similar between E1 and E2. However, there were still some noticeable differences between them due to the different conduct of SRE in these two schools.

Views on policy of SRE	E1	<i>"...it is helpful to have national guidelines otherwise these things would slip even more...."</i> <i>"...Keep changing these things all the time...."</i>
	E2	<i>"...There does not seem to be enough money in the system...."</i> <i>"...Not compulsory how we deliver it but we do have to deliver it. ..."</i>
Views on textbooks	E1	<i>"...Use some textbooks, Very rarely...."</i>
	E2	<i>"...We don't tend to use textbooks in PSE/citizenship ..."</i>
Suggestions for improvement in SRE	E1	<i>"...More training would be useful... More time on it....."</i> <i>"...doing a parents conference... "</i>
	E2	<i>"... if you are going to teach anything you need to have a good knowledge of ..."</i> <i>"...I think we could make the appropriate time ..."</i> <i>"...To incorporate more interactive activities ..."</i>

Table 7.22 Teachers' views on policy of SE between E1 & E2

7.4 Comparison of pupils' perceptions between E1 & E2

7.4.1 Pupils' feelings/attitudes towards SRE between E1 & E2

Comparison of quantitative data

There were no statistical differences found between E1 and E2 in [Helpfulness of SRE], [Single sex SRE], [Interesting SRE] and [More SRE lessons]. This suggests that participants in T1 and T2 showed similar level of agreement on these 4 issues.

On the other hand, there were differences in [Satisfaction with SRE] ($Z=-2.139$, $p<.05$), [Atmosphere in SRE] ($Z=-2.671$, $p<.01$) and [New contents] ($Z=3.271$, $p<.01$). The result shows that more participants of E2 had more disagreements on [Satisfaction with SRE] and [Atmosphere in SRE] whilst participants of E1 showed more disagreements with [New contents]. This suggests that more participants in E1

were satisfied with SRE, and they also show more appreciation of the atmosphere during their SRE sessions.

Overall, the results of section I from E1 were different to E2's in some parts. However, the majority of them were still similar. There were 3 questions in this section which showed differences between E1 and E2. We could conclude that results of [Helpfulness of SRE], [Single sex SRE], [Interesting SRE] and [More SRE lessons] were very consistent between E1 and E2. Although results of [Satisfaction with SRE] and [New contents] were less consistent, they both carried a similar trend. In this case of [Atmosphere in SRE], E1 showed great agreement with the atmosphere of SRE being comfortable, but E2 did not. This suggests a distinct difference between these two schools.

Overall, results of section I between E1 and E2 represented some similarity, but some distinct differences also indicated diversity between them.

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Rank	Mann-Whitney U	Z	p
1-1	E1	N	37	51	98	14	3	196.33	19150.000	-2.139	.032*
		%	18.2%	25.1%	48.3%	6.9%	1.5%				
	E2	N	29	54	90	25	15	220.09			
		%	13.6%	25.4%	42.3%	11.7%	7.0%				
1-2	E1	N	28	93	74	6	2	214.87	20326.000	-1.135	.256
		%	13.8%	45.8%	36.5%	3.0%	1.0%				
	E2	N	40	96	66	9	2	202.43			
		%	18.8%	45.1%	31.0%	4.2%	.9%				
1-3	E1	N	38	82	60	15	8	192.99	18471.500	-2.671	.008**
		%	18.7%	40.4%	29.6%	7.4%	3.9%				
	E2	N	36	65	59	39	14	223.28			
		%	16.9%	30.5%	27.7%	18.3%	6.6%				
1-4	E1	N	41	42	45	42	33	216.43	20009.000	-1.347	.178
		%	20.2%	20.7%	22.2%	20.7%	16.3%				
	E2	N	31	65	67	28	22	200.94			
		%	14.6%	30.5%	31.5%	13.1%	10.3%				
1-5	E1	N	6	19	85	67	26	227.22	17820.000	-3.271	.001**
		%	3.0%	9.4%	41.9%	33.0%	12.8%				
	E2	N	14	38	87	59	15	190.66			
		%	6.6%	17.8%	40.8%	27.7%	7.0%				
1-6	E1	N	27	60	87	21	8	204.33	20772.000	-.725	.469
		%	13.3%	29.6%	42.9%	10.3%	3.9%				
	E2	N	34	55	79	27	18	212.48			
		%	16.0%	25.8%	37.1%	12.7%	8.5%				
1-7	E1	N	35	36	82	30	20	199.04	19700.000	-1.615	.106
		%	17.2%	17.7%	40.4%	14.8%	9.9%				
	E2	N	40	31	60	54	28	217.51			
		%	18.8%	14.6%	28.2%	25.4%	13.1%				

** . Probability is significant at the 0.01 level (2-tailed).

*. Probability is significant at the 0.05 level (2-tailed).

Table 7.23 Pupils' feelings/attitudes towards SE between E1 & E2 (survey)

Comparison of qualitative data

Pupils from these two schools had different perceptions regarding the curriculum of SRE, but SRE content was taught across many different subjects. In addition, there was a similar level of satisfaction with SRE in both schools; however, both showed concerns regarding insufficient new information.

Pupils felt differently regarding the relevance of contents of SRE between E1 and E2. Pupils in E1 found the contents relevant to their lives, but pupils in E2 found it not relevant to their current lives, although they believed it could be relevant in the future.

Pupils from both schools felt that male pupils were more negatively responsive during SRE sessions, and they also believed that some topics of SRE should be conducted in single gender groups.

Overall, apart from the relevance of SRE contents, pupils from both schools had similar perceptions regarding issues in this section.

Curriculum of SRE	E1	<i>"...in the science topics.... We had PSHE in tutor time ..."</i>
	E2	<i>"...Science and RE also had some activities about SRE..."</i>
Satisfaction with SRE	E1	<i>"...It is all right... we can really get a little bit more ..."</i>
	E2	<i>"...It's ok ..."</i> <i>"...It's alright..."</i>
Relevance of SRE	E1	<i>"...it is relevant to our life..."</i>
	E2	<i>".....not really helpful ..."</i> <i>"... not relevant to current life ..."</i>
Gender issues in SRE	E1	<i>"...Boys did make jokes though ..."</i> <i>"...I think this kind of topic should be separate actually..."</i>
	E2	<i>"...Girls talk through it. Boys laugh through ... (single gender groups) will help you to learn ..."</i>

Table 7.24 Pupils' feelings/attitudes towards SE between E1 & E2 (focus groups)

7.4.2 Topics within SRE between E1 & E2

Comparison of quantitative data

There were differences found between E1 and E2 in 8 topics, they were [Friendships] ($Z=-5.349$, $p<.01$), [Relationships and dating] ($Z=-2.254$, $p<.05$), [Love] ($Z=-2.068$, $p<.05$), [Sex and Media] ($Z=-3.004$, $p<.01$), [Sexual harassment]

($Z=-3.588$, $p<.01$), [Sexual transmitted disease] ($Z=-7.300$, $p<.01$), [Sex and law] ($Z=-7.509$, $p<.01$) and [Sexual orientation] ($Z=-3.510$, $p<.01$). Results of the other 6 topics showed no significant differences. This suggests that the perceived patterns of all topics except these 8 topics mentioned were consistent and considerably similar between E1 and E2. Participants of both schools showed similar perceived experience on the other 8 topics.

Although perceived patterns of topic [Love], [Sex and media], [Sexual harassment] and [Sexual orientation] were statistically different, they both showed a similar response trend. Most participants expressed that these two topics had not been covered in both schools. Hence, the statistic differences might just reflect the fact that more participants of E1 had perceived the coverage of both topics.

The differences found between E1 and E2 in [Friendships], [Relationships and dating], [Sexually transmitted disease] and [Sex and law] resemble some significant differences regarding conduct of SRE. All these 4 topics had a very strong likelihood of being covered in E1, but quite the opposite in E2.

The results of section II from E1 were quite different to E2's. A total of 8 questions in this section showed statistical differences. However, as explained before, some of these differences did not reflect any conflicting perceptions. e.g. [Sexual harassment]. Although, there were still some fundamental difference observed in 4 topics.

Therefore, we can conclude that results of all topics except [Friendships], [Relationships and dating], [Love], [Sex and media], [Sexual harassment], [Sexually transmitted disease], [Sex and law] and [Sexual orientation] were consistent and similar between schools E1 and E2. Although results of [Love], [Sex and media], [Sexual harassment] and [Sexual orientation] were less consistent, they both carry a similar trend. The level of coverage of 4 topics mentioned above were considerably greater in E1 than E2. Results of section II between E1 and E2 bear some similarity, but the differences were also significant in parts.

			Topic has been covered	Topic has not been covered		Mean Rank	Mann-Whitney U	Z	p
				Need to be covered	No need to be covered				
2-1	E1	N	170	16	17	215.22	20256.000	-1.906	.057
		%	83.7%	7.9%	8.4%				
	E2	N	192	9	12	202.10			
		%	90.1%	4.2%	5.6%				
2-2	E1	N	90	69	44	211.89	20931.000	-0.607	.544
		%	44.3%	34.0%	21.7%				
	E2	N	98	76	39	205.27			
		%	46.0%	35.7%	18.3%				
2-3	E1	N	85	76	42	210.40	21233.500	-0.339	.734
		%	41.9%	37.4%	20.7%				
	E2	N	91	82	40	206.69			
		%	42.7%	38.5%	18.8%				
2-4	E1	N	104	51	48	209.79	21357.000	-0.235	.815
		%	51.2%	25.1%	23.6%				
	E2	N	111	54	48	207.27			
		%	52.1%	25.4%	22.5%				
2-5	E1	N	126	38	39	178.54	15538.000	-5.349	.000**
		%	62.1%	18.7%	19.2%				
	E2	N	67	86	60	237.05			
		%	31.5%	40.4%	28.2%				
2-6	E1	N	108	52	43	195.89	19059.500	-2.254	.024*
		%	53.2%	25.6%	21.2%				
	E2	N	86	74	53	220.52			
		%	40.4%	34.7%	24.9%				
2-7	E1	N	97	50	56	196.84	19252.000	-2.068	.039*
		%	47.8%	24.6%	27.6%				
	E2	N	82	55	76	219.62			
		%	38.5%	25.8%	35.7%				

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 7.25 Coverage of topics within SE between E1 & E2

			Topic has been covered	Topic has not been covered		Mean Rank	Mann-Whitney U	Z	p
				Need to be covered	No need to be covered				
2-8	E1	N	91	58	54	197.76	19440.000	-1.893	.058
		%	44.8%	28.6%	26.6%				
	E2	N	74	72	67	218.73			
		%	34.7%	33.8%	31.5%				
2-9	E1	N	77	76	50	215.64	20170.500	-1.269	.204
		%	37.9%	37.4%	24.6%				
	E2	N	87	89	37	201.70			
		%	40.8%	41.8%	17.4%				
2-10	E1	N	56	80	67	191.57	18183.000	-3.004	.003**
		%	27.6%	39.4%	33.0%				
	E2	N	36	81	96	224.63			
		%	16.9%	38.0%	45.1%				
2-11	E1	N	92	80	31	188.59	17577.500	-3.588	.000**
		%	45.3%	39.4%	15.3%				
	E2	N	55	117	41	227.48			
		%	25.8%	54.9%	19.2%				
2-12	E1	N	136	41	26	168.18	13434.500	-7.300	.000**
		%	67.0%	20.2%	12.8%				
	E2	N	52	129	32	246.93			
		%	24.4%	60.6%	15.0%				
2-13	E1	N	137	40	26	166.71	13137.000	-7.509	.000**
		%	67.5%	19.7%	12.8%				
	E2	N	56	108	49	248.32			
		%	26.3%	50.7%	23.0%				
2-14	E1	N	64	74	65	188.76	17612.500	-3.510	.000**
		%	31.5%	36.5%	32.0%				
	E2	N	26	102	85	227.31			
		%	12.2%	47.9%	39.9%				

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 7.25 Coverage of topics within SE between E1 & E2 (continued)

Comparison of qualitative data

Pupils from both schools had learnt a limited variety of topics of SRE as a lot of topics mentioned had not been taught before. However, among all the topics, they identified some as being less preferred due to reoccurrence. Both groups expressed their needs for topics which related to their present lives. The overall result from both schools was similar regarding issues in this section.

Views on topics within SRE	E1	<i>"...we didn't do much about it ..."</i> <i>"...Don't get taught much about it..."</i>
	E2	<i>"...May think some things are quite normal as we have not been told ..."</i>
Less preferred SRE topics	E1	<i>"...they gave us same information but more detail...."</i>
	E2	<i>"...we already know how to do that so it's a bit boring ..."</i>
Preferred topics for future SRE	E1	<i>"...they really need to talk about what we really need to know like when we go through ..."</i>
	E2	<i>"...some parts want more info like harassment and physical problems ..."</i>

Table 7.26 Pupils' views on topics within SE between E1 & E2

7.4.3 Teaching/Learning methods of SRE between E1 & E2

Comparison of quantitative data

There were statistical differences found in [Lecturing] ($Z=-3.787$, $p<.01$), [Outside speaker(s)] ($Z=-6.218$, $p<.01$) [Playing games] ($Z=-3.784$, $p<.01$), [Watching videos/DVDs] ($Z=-5.109$, $p<.01$), [Using computer/internet] ($Z=-2.851$, $p<.01$) and [Using commercially prepared materials] ($Z=-2.763$, $p<.01$) between E1 and E2. Results of the other 4 methods showed no significant differences. This suggests that the perceived patterns of all methods except the above 6 were consistent and considerably similar between E1 and E2. Participants of both schools showed similar perceptions regarding the adoption of the other 4 methods.

Although the perceived pattern of [Lecturing] was statistically different between E1 and E2, they both had a similar trend of responses, Most participants' responses expressed that this method had been used in both schools. Hence, the statistical differences just reflected the fact that more participants of E2 had experienced [Lecturing] during SRE.

Methods [Outside speaker(s)] and [Watching videos/DVDs] showed differences on not only the perceived pattern but also the likelihoods of usage of these two methods. Considerably more participants from E1 had experienced the use of [Outside speaker(s)] in SRE than those in E2. This suggests that it was more likely that this method had been adopted in E1, but it might not be the same in E2. On the contrary, result of [Watching videos/DVDs] showed a reverse situation, it suggests that it was more likely that [Watching videos/DVDs] had been adopted in E2. Hence, the use of these two methods was not a consistent trait between E1 and E2.

Results of [Playing games], [Using computer/internet] and [Using commercially prepared materials] were statistically different, but they all showed a similar response trend. Although more participants expressed that these methods had been adopted in E1 than E2, the majority of participants still believed these method had not been used in either schools. Hence, the statistical differences might just reflect the trend of percentage difference mentioned above.

Therefore, we can conclude that results of all topics except [Lecturing], [Outside speaker(s)], [Playing games], [Watching videos/DVDs], [Using computer/internet] and [Using commercially prepared materials] were very consistent between E1 and E2. Although results of [Lecturing], [Playing games], [Using computer/internet] and [Using commercially prepared materials] between E1 and E2 were less consistent, they still showed a similar trend. However, results of [Outside speaker(s)] and [Watching videos/DVDs] between E1 and E2 were quite different. Results of section III between E1 and E2 represented some similarity, but a considerable amount of difference was also found.

			Method has been experienced	Method has not been experienced		Mean Rank	Mann-Whitney U	Z	P
				Wish to experience	Wish not to experience				
3-1	E1	N	134	23	46	226.05	18057.000	-3.510	.000**
		%	66.0%	11.3%	22.7%				
	E2	N	174	18	21	191.77			
		%	81.7%	8.5%	9.9%				
3-2	E1	N	119	52	32	173.45	14503.500	-3.787	.000**
		%	58.6%	25.6%	15.8%				
	E2	N	61	79	73	241.91			
		%	28.6%	37.1%	34.3%				
3-3	E1	N	139	37	27	199.87	19867.500	-6.218	.093
		%	68.5%	18.2%	13.3%				
	E2	N	128	51	34	216.73			
		%	60.1%	23.9%	16.0%				
3-4	E1	N	151	32	20	202.32	20365.500	-1.681	.194
		%	74.4%	15.8%	9.9%				
	E2	N	149	28	36	214.39			
		%	70.0%	13.1%	16.9%				
3-5	E1	N	54	78	71	198.00	19488.500	-1.300	.063
		%	26.6%	38.4%	35.0%				
	E2	N	43	79	91	218.50			
		%	20.2%	37.1%	42.7%				
3-6	E1	N	76	89	38	187.21	17297.000	-1.859	.000**
		%	37.4%	43.8%	18.7%				
	E2	N	49	96	68	228.79			
		%	23.0%	45.1%	31.9%				
3-7	E1	N	101	51	51	199.39	19770.500	-3.784	.105
		%	49.8%	25.1%	25.1%				
	E2	N	86	67	60	217.18			
		%	40.4%	31.5%	28.2%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 7.27 Teaching/Leaning methods between E1 & E2

			Method has been experienced	Method has not been experienced		Mean Rank	Mann-Whitney U	Z	P
				Wish to experience	Wish not to experience				
3-8	E1	N	94	81	28	235.42	16154.500	-5.109	.000**
		%	46.3%	39.9%	13.8%				
	E2	N	154	41	18	182.84			
		%	72.3%	19.2%	8.5%				
3-9	E1	N	72	90	41	192.39	18350.000	-2.851	.004**
		%	35.5%	44.3%	20.2%				
	E2	N	57	86	70	223.85			
		%	26.8%	40.4%	32.9%				
3-10	E1	N	75	69	59	192.78	18427.500	-2.763	.006**
		%	36.9%	34.0%	29.1%				
	E2	N	54	75	84	223.49			
		%	25.4%	35.2%	39.4%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 7.27 Teaching/Leaning methods between E1 & E2 (continued)

No statistical differences were found in participants' favourite teaching/learning method between E1 and E2. This suggests that the perceived pattern of participants' favourite methods was very consistent and considerably similar between E1 and E2. Participants of both schools showed similar responses on their choice of favourite teaching/learning method.

		3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10	Mean Rank	Mann-Whitney U	Z	P
		N	%	N	%	N	%	N	%	N	%	N	%		
E1	N	6	15	12	20	18	11	2	34	1	4	134.50	8425.000	-.405	.686
	%	4.9	12.2	9.8	16.3	14.6	8.9	1.6	27.6	.8	3.3				
E2	N	17	6	22	19	22	7	1	39	3	5	130.75			
	%	12.1	4.3	15.6	13.5	15.6	5.0	.7	27.7	2.1	3.5				

Table 7.28 Pupils' favourite teaching/learning method between E1 & E2

Comparison of qualitative data

Pupils in E1 had experienced more different methods of delivery than pupils in E2; the most significant difference was the use of outside speakers/groups in E1. Pupils in E1 were also favourable with the use of outside speakers/groups. On the

other hand, due to their lack of experience, pupils in E2 had limited knowledge of this method. Pupils from both schools preferred to have more informed teachers for SRE, with both believing some training for teachers would be helpful. They believed that this would enhance the efficiency of their learning in SRE sessions.

Views on teaching/learning methods	E1	<i>"...we discuss...we had SHADOW ..."</i> <i>"...using book or answer questions. Videos and pictures ..."</i>
	E2	<i>"...better watching a video ..."</i>
Suggestions for teaching/learning methods	E1	<i>"...Get more people in ... Makes it more interesting by it not being like your teacher teaching it ..."</i> <i>"...they have to have more training and concentrate on that and are able to tell you more ..."</i>
	E2	<i>".....Should have a separate tutor who knows about it ..."</i>

Table 7.29 Pupils' views on teaching/learning methods of SE between E1 & E2

7.4.4 Pupils' needs and expectations of SE between E1 & E2

Pupils from E1 and E2 both noticed various resources outside schools; they also discussed with their parents at times. Their perceptions regarding this issue were consistent between E1 and E2.

They also have similar perceptions regarding allotted time for SRE; pupils felt the time strain of SRE in both schools. Therefore one of the shared expectations of SRE was having more time for it. There were also some noticeable individual differences regarding expectations of SRE; pupils from E1 would expect to have more topics in SRE whilst pupils in E2 would want to have more confident teachers.

The overall result in this section suggests that pupils from E1 and E2 had similar perception and needs regarding SRE. However, there were also some localised issues which need to be addressed in each school.

Resources for SRE	E1	<i>"...ask our mums..."</i> <i>"...SHADOW came in"</i>
	E2	<i>"....Parents...we can talk to them or the place 'BASE' ..."</i> <i>"....Pick it up in the playground... internet, TV..."</i>
Allotted time for SRE	E1	<i>"...keep the topic a little bit long... maybe a bit more time there. ..."</i>
	E2	<i>"....not have enough time..."</i>
Expectations of SRE	E1	<i>".... It would be possible to keep it long..."</i> <i>"...Only teaching halfway...Need to know how it happens and what/when to expect..."</i>
	E2	<i>"....some other teachers it is obvious they don't want to talk about it as they find it embarrassing ..."</i>

Table 7.30 Pupils' needs and expectations of SE between E1 & E2

7.5 Conclusion

This chapter demonstrated all the data collected from the two schools in England. There were two null hypotheses rejected (partially), the rejected null hypotheses were:

Null Hypothesis 1:

Teachers' perceptions with regard to:

- a) Their feelings and attitudes of undertaking sex and relationship education within their schools.
- b) Pupils' need for sex education.
- c) Teachers' perceptions of the effectiveness of the methods and techniques used for the delivery of sex education.
- d) The opportunities for them to access relevant resources in the process of implementing sex education.

are not different between schools.

This null hypothesis regarding school was partially rejected. Teachers' perceptions regarding some aspects of SRE were different between the two schools in England. (E.g. teachers' perceptions regarding teaching methods of SRE differed between E1 and E2)

Null Hypothesis 2:

Pupils' perceptions with regard to:

- a) Their feelings and attitudes toward sex education within their schools.
- b) Their satisfaction with the sex education implemented at their schools.
- c) Their need for sex education and to what extent has the need been met.

are not different between gender and school.

The null hypothesis regarding gender was strongly rejected. Male and female pupils in England had different perceptions/attitude of SRE. The null hypothesis regarding school was partially rejected. Pupils' perceptions regarding some aspects of SRE were different between the two schools in England. (E.g. the coverage of some topics within SRE)

These partial rejections indicate some incoherence between data from E1 and E2. However, a considerable proportion of elements of SRE still remained similar between them.

Noticeably, male and female pupils in England had different perceptions/attitude of SRE. In addition to this, there were also differences found between schools; this suggests that the SRE was perceived differently in many perspectives between the two schools. There were also some distinctive different perceptions between pupils and teachers (e.g. it was claimed that SRE was delivered cross-curriculum, however, pupils' perceptions regarding this showed limited results). Therefore, the confusion was noticeable among participants in the two schools in England. The confusion between coordinators and teachers was also an important evidence for this.

All of the confusion and differences among participants suggest that the practice of SRE could be very different between schools and tutor groups. However, there were also coherence found in some perspectives, for example, teachers' lack of confidence was noticed by both teachers and pupils.

Apart from the differences within school, the overall result suggests that SRE was perceived differently in many aspects regarding its practice between schools. The coverage of topics listed in this study showed a diversity of choice between schools, and pupils showed different interests on them too. As coordinators planned the materials for SRE, the real practice itself was not so positively perceived by either pupils or teachers.

The main theme found among these two schools was the confusion and variation between them. They were different in their intakes and localities, and the perceptions of SRE also indicated different structures. This trait was not only found among pupils, it was also found among teachers/coordinators. This was the main trait shared by the two schools in England in this study.

Chapter VIII Comparison of Sex Education between Taiwan & England

8.0 Introduction

This chapter compares data between Taiwan and England. Firstly, I will compare findings of teachers' interviews. Secondly, findings from pupils' questionnaires and focus groups will also be compared between the two countries. Thirdly, I will compare data between genders. This will be followed by the comparison between the four schools.

8.1 Comparing findings of teachers between Taiwan & England

8.1.1 Teachers' feelings/attitudes towards SE between Taiwan & England

Sex education had a very similar structure across schools in Taiwan, but this was not the case in England. Schools in England had sex education, but they had varying approaches and structures. This reflected on the satisfaction with sex education between these two countries; teachers from Taiwan had higher satisfaction with sex education throughout. Teachers from England were less satisfied with sex education due to the lack of consistency in the structure of sex education.

Teachers from both countries had similar perceptions regarding the suitability of sex education. They all agreed that the contents of sex education were relevant to pupils' lives. They also reported the same phenomenon regarding gender differences during sex education sessions. They all felt that male pupils were more responsive (this behavioural pattern was perceived as negative among teachers in England, but neutral in Taiwan) in sex education, and some of them also further identify immaturity as the cause of this. The views regarding this behavioural pattern among male pupils significantly differed between the two countries. Teachers in Taiwan were less likely to view this pattern as 'disruptive' whilst teachers in England stress this as one of their frustrations.

SE in the school	Taiwan	“... (SE) is within Health Education, but you can also find some in Counselling Activities and Citizenships...” [T1]	
	England	Not consistent	“...have themed weeks throughout the year ...”[E1] “...The biological side is done in science ...”[E2]
Satisfaction with SE	Taiwan	“...it is quite good, because it is within my abilities...”[T1]	
	England	“...we don’t do enough of it... non-specialists delivering it which is not a fantastic model”[E1]	
Suitability of SE	Taiwan	“...it (SE) is quite relevant to their life...”[T1]	
	England	“...It is relevant ...”[E1]	
Gender issues in SE	Taiwan	“...girls are quieter and boys are a lot more playful in these topics....”[T2]	
	England	“...the boys who are just being silly as they are immature and the girls who are more mature about....”[E2]	

Table 8.1 Teachers’ feelings/attitudes towards SE between Taiwan & England

8.1.2 Topics within sex education between Taiwan & England

Findings in England were not consistent across schools regarding this section; the two schools in England clearly had a different priority of topics. On the contrary, schools in Taiwan had all round similar responses, teachers from both schools identified similar issues.

Owing to the fact that there was very limited similarity between the two schools in England, it was not possible to identify any common ground for the English part. There was also no similarity between either of these two English schools and schools from Taiwan. We could only identify that the practice and structure of sex education was more consistent across Taiwanese schools, hence teachers were faced with a similar challenge. On the other hand, different schools in England had different approaches and structures for tackling issues in sex education, therefore teachers from different schools had very diverse situations and challenges.

Preparation of topics within SE	Taiwan	“It is harder for me to prepare these topics (affective)... “ [T1]	
	England	Not consistent	“...We have year team meetings ...”[E1] “...very short notice”[E2]
Views on topics within SE	Taiwan	“...most helpful topics to students... are love, relationships, breaking up, lust”[T1]	
	England	Not consistent	“...contraception... lot of that is covered ...”[E1] “...we will unfortunately repeat some.....”[E2]

Table 8.2 Teachers’ views on topics within SE between Taiwan & England

8.1.3 Teaching methods of sex education between Taiwan & England

Teachers in Taiwan had similar perceptions regarding preparation of sex education, but teachers in England had different perceptions on this issue. Teachers in England had different levels of involvement in preparation; hence the perceptions regarding this were inconsistent between schools.

Pedagogy of sex education was slight different between Taiwan and England. Lecturing was the dominant method adopted in Taiwan whilst discussion was more widely used in England. Teachers in Taiwan showed a lot of interest in planning for the inclusion of more interactive methods, whereas teachers in England were perhaps accustomed to some of these.

Teachers in Taiwan were concerned about the acceptance of their teaching, but teachers in England were more worried about the insufficient content of sex education. Coupling this with the fact that teachers in Taiwan have more thoughts on the adjustments of their method we could identify the different level of control of sex education between teachers in Taiwan and England.

Paper-based examination was widely used in Taiwan to evaluate all learning subjects including sex education, but it was not used in either of the two schools in England. Schools in England adopted some evaluation e.g. pupils' self-evaluation; this was also adopted by some Taiwanese teachers. The contrast was that a more rigorous method was used in Taiwan along with some more formative evaluation, but there were no thorough evaluation found in the two schools in England.

Overall, schools in Taiwan were more consistent in their implementation of sex education, and schools in England were more flexible in terms of their individual design and approach. This fundamental difference reflected on most issues regarding teaching methods.

Preparation of teaching SE	Taiwan	<i>"...I find affective topics hard"[T2]</i>	
	England	<i>Not consistent</i>	<i>"...Board works ..."[E1]</i>
Pedagogy of SE	Taiwan	<i>"...I usually use two methods- lecturing and discussion..."[T2]</i>	
	England	<i>"...Short sharp activities or discussion..."[E1]</i>	
Acceptance of methods	Taiwan	<i>"...they always show high interests in"[T2]</i>	
	England	<i>"...it will just be skimmed over....."[E2]</i>	
Assessment of SE	Taiwan	<i>"...I can only tell from the observation ..."[T1]</i>	
	England	<i>"...Students self-evaluate ..."[E1]</i>	

Table 8.3 Teachers' views on teaching methods of SE between Taiwan & England

8.1.4 Training for teachers between Taiwan & England

There was a clear distinction regarding teachers' training between Taiwan and England. There was training for sex education from teachers' initial training through their career in Taiwan. On the other hand, there was very limited training concerning sex education available for teachers in England. Teachers had regular training from background knowledge to the current policy of sex education in Taiwan whilst similar training opportunities were only available to limited staff in English schools.

Furthermore, the contents of this training were also different. It covered diverse issues from the practical to theoretical in Taiwan, whilst it was reactive (problem focused) in England. The benefit of training for teachers was agreed by teachers from both countries as an aid to help participants build a useful network across schools. However, participants could gain more information and materials from training in Taiwan due to the nature of training provided.

The overall result reflected the different level of availability and accessibility of training of sex education between Taiwan and England. Teachers had strong views on training, especially those in English schools.

Initial training for teachers	Taiwan	<i>"...it is very helpful....."[T1]</i>	
	England	<i>"... We learn by experience – learn from each other ..."[E1]</i>	
Ongoing training for teachers	Taiwan	<i>"...there are regular conference of teaching ..."[T2]</i>	
	England	<i>"... We just don't get subject based training ... "[E1]</i>	
Benefit of training	Taiwan	<i>"...constant new information about teaching or materials"[T2]</i>	
	England	<i>"...Develop network of people across ..."[E1]</i>	

Table 8.4 Teachers' views on training between Taiwan & England

8.1.5 Difficulty within sex education between Taiwan & England

There were numerous resources available for teachers in both Taiwan and England. However, the utilisation of these resources was different. Teachers in Taiwan were all more familiar with internet resources. Teachers in England had a different approach to this issue due to the varying ways in which sex education was implemented.

Resources for sex education were generally accessible in both Taiwan and England, but teachers in England were more willing to use chargeable resources due to the availability of funding. This trait also reflected the level of support from the school in England. This funding was available in Taiwan, but limited.

The support from schools was positive in both countries. Schools (governors/authorities) did not interfere with classroom teaching of sex education but the ethos among schools was clearly different. Schools (governors/authorities) in Taiwan showed very little interest in the teaching of sex education, whilst governors/coordinators were influential in England. However, in terms of support, as mentioned earlier, material support was greater in schools in England.

Resources for SE	Taiwan	<i>"Internet is a very important part of my teaching"[T1]</i>	
	England	<i>Not consistent</i>	<i>".....SHADOW ... "[E1] "...There are things on the internet"[E2]</i>
Accessibility of resources for SE	Taiwan	<i>"... I only use free stuff..."[T2]</i>	
	England	<i>"...People contact us ..."[E2]</i>	
Practical difficulty within SE	Taiwan	<i>"...there is not enough time..."[T2]</i>	
	England	<i>"...sometimes this can be squeezed"[E1]</i>	
Support for SE	Taiwan	<i>"...school wont interfere my teaching"[T2]</i>	
	England	<i>"...in the PHSE budget...."[E1]</i>	

Table 8.5 Teachers' views on difficulty within SE between Taiwan & England

8.1.6 Views on policy of sex education between Taiwan & England

There were differences in teachers' views on sex education policy between Taiwan and England. Teachers in England had more negative views on current policy of sex education; they identified several issues including the reactive nature of current policy. Although teachers in Taiwan regarded the policy as a backup, they still believed it helped them in practice.

Textbooks were commonly used in Taiwanese schools, but teachers felt that there were variations (in approach) between them. This was not common practice among schools in England as schools mainly used self-developed materials.

Teachers in England stressed their wishes for training; some localised issues were also addressed. On the contrary, teachers in Taiwan were less consistent regarding this issue; they tended to express their individual views on sex education. Significantly, some teachers in both countries mentioned the involvement of parents and the use of more interactive activities in sex education. Although there was limited consensus shared by Taiwanese teachers; some of their views were clearly shared by their counterparts in England.

Views on policy of SE	Taiwan	<i>"...It is just for some reference...."[T2]</i>	
	England	<i>"...Keep changing these things all the time...."[E1]</i> <i>"...Not compulsory how we deliver it ..."[E2]</i>	
Views on textbooks	Taiwan	<i>"They (textbooks) are different"</i>	
	England	<i>"...Use some textbooks, Very rarely...."[E1]</i>	
Suggestions for improvement in SE	Taiwan	<i>Not consistent</i>	<i>"...more activities..."[T1]</i> <i>"...we need to focus on family and parents"[T2]</i>
	England	<i>"...More training...doing a parents' conference..."[E1]</i> <i>"...To incorporate more interactive activities ..."[E2]</i>	

Table 8.6 Teachers' views on policy of SE between Taiwan & England

8.2 Comparing findings of pupils between Taiwan & England

8.2.1 Pupils' feelings/attitudes towards SE between Taiwan & England

Comparison of quantitative data

There were statistical differences found between England and Taiwan in all questions in section I except [Atmosphere in SE]. This suggests that participants in England and Taiwan showed some degree of difference on the pattern of these 6 issues.

The differences found in [Satisfaction with SE] showed that more participants in Taiwan agreed with this issue. This suggests that more Taiwanese participants were satisfied with their sex education than those in England. Results of [Helpfulness of SE] and [Interesting SE] also showed a similar pattern. This suggests that more Taiwanese participants found the contents of sex education helpful, although participants of both countries showed a high level of agreement with this issue. Additionally, there were more Taiwanese participants who found sex education interesting.

Participants of these two countries showed different opinions regarding the proposal of conducting sex education in single gender groups. Taiwanese participants showed a strong level of disagreement with [Single sex SE] whilst English participants were more in favour of this proposal. The result suggests that Taiwanese participants would prefer mixed gender sex education groups, but their English counterparts had different opinions.

The result of [New contents] between England and Taiwan showed some differences. Taiwanese participants showed diverse opinions regarding the reoccurrence of sex education topics. However, English participants showed greater disagreement with this issue. This suggests that more English participants had concerns regarding the reoccurrence of sex education topics whilst their Taiwanese counterparts had some mixed views/opinions on this issue.

The result of [More SE lessons] revealed the opposite to those of [New contents]. In this case, English participants showed diverse opinions/views with the issue of having more sex education sessions, whilst Taiwanese participants showed more agreement with this issue. This suggests that more participants in Taiwan wished to have more sex education sessions in the future whilst their English counterparts had mixed views/opinions on this issue.

The overall result of section I between Taiwan and England was significantly different. Taiwanese participants showed more positive views on sex education in most issues except for [New contents]. On the issue of conducting sex education in mixed or single gender groups, participants from these two countries showed a significant difference. Pupils in Taiwan preferred sex education to be conducted in mixed gender groups whilst their counterparts in England had not reached a consensus. Participants in England showed diverse views on this.

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Rank	Mann-Whitney U	Z	P
1-1	Taiwan	N	233	430	637	29	10	851.10	242495.500	-4.295	.000**
		%	17.4%	32.1%	47.6%	2.2%	.7%				
	England	N	66	105	188	39	18	964.58			
		%	15.9%	25.2%	45.2%	9.4%	4.3%				
1-2	Taiwan	N	316	612	385	21	5	854.21	246653.500	-3.788	.000**
		%	23.6%	45.7%	28.8%	1.6%	.4%				
	England	N	68	189	140	15	4	954.58			
		%	16.3%	45.4%	33.7%	3.6%	1.0%				
1-3	Taiwan	N	213	372	652	89	13	881.77	273459.000	-.595	.552
		%	15.9%	27.8%	48.7%	6.6%	1.0%				
	England	N	74	147	119	54	22	865.85			
		%	17.8%	35.3%	28.6%	13.0%	5.3%				
1-4	Taiwan	N	68	93	498	378	302	947.60	185319.500	-10.698	.000**
		%	5.1%	6.9%	37.2%	28.2%	22.6%				
	England	N	72	107	112	70	55	653.98			
		%	17.3%	25.7%	26.9%	16.8%	13.2%				
1-5	Taiwan	N	109	322	497	297	114	845.85	235469.000	-4.972	.000**
		%	8.1%	24.0%	37.1%	22.2%	8.5%				
	England	N	20	57	172	126	41	981.47			
		%	4.8%	13.7%	41.3%	30.3%	9.9%				
1-6	Taiwan	N	236	415	628	44	16	850.42	241579.500	-4.374	.000**
		%	17.6%	31.0%	46.9%	3.3%	1.2%				
	England	N	61	115	166	48	26	966.78			
		%	14.7%	27.6%	39.9%	11.5%	6.2%				
1-7	Taiwan	N	317	304	663	46	9	822.81	204614.500	-8.713	.000**
		%	23.7%	22.7%	49.5%	3.4%	.7%				
	England	N	75	67	142	84	48	1055.64			
		%	18.0%	16.1%	34.1%	20.2%	11.5%				

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 8.7 Pupils' feelings/attitudes towards SE between Taiwan & England (survey)

Comparison of qualitative data

Pupils found sex education across different subjects in both Taiwan and England, although the subjects they identified were different. This could be attributed to the fact that recognised curricula were different between these two countries.

Pupils in both countries were satisfied with sex education, but pupils in Taiwan had higher level of satisfaction with sex education than their counterparts in England. They also found sex education relevant to their lives, but some pupils in England thought the opposite. Pupils' responses from England were not consistent across schools, although pupils in E1 had similar responses to pupils in Taiwan. This may suggest the different practice of sex education between English schools.

Gender difference in sex education was noticed in both countries, pupils in both countries found the same situation- male pupils were more responsive (disruptive) during sex education sessions.

Curriculum of SE	Taiwan	“... <i>Counselling Activities and Health</i>”[T2]	
	England	“... <i>Science and RE</i> ...”[E2]	
Satisfaction with SE	Taiwan	“... <i>we are satisfied with it</i>”[T1]	
	England	“... <i>It's ok</i> ...” [E2]	
Relevance of SE	Taiwan	“... <i>close to our life now...others may be in the future...</i> ”[T1]	
	England	Not consistent	“... <i>it is relevant to our life...</i> ”[E1] “... <i>not relevant to current life</i> ...”[E2]
Gender issues in SE	Taiwan	“... <i>boys are more cheerful...</i> ”[T1]	
	England	“... <i>Boys did make jokes though</i> ...”[E1]	

Table 8.8 Pupils' feelings/attitudes towards SE between Taiwan & England (focus groups)

8.2.2 Topics within sex education between Taiwan & England

Comparison of quantitative data

There were differences found between Taiwan and England in all topics except [Contraception]. Results of the topic [Contraception] showed no significant differences. This suggested [Contraception] was the topic unlikely to be covered in either country.

Although perceived pattern of topic [Sex and media] and [Sexual orientation] were statistically different, they both showed a similar response trend. Most participants expressed that these two topics had not been covered in either countries. Hence, the statistical differences might just reflect the fact that more participants of Taiwan had perceived the coverage of both topics.

Differences in all other eleven topics found between Taiwan and England resembled some significant differences in the conduct of sex education. All these topics had very strong likelihood of being covered in Taiwan, but quite the opposite in England.

The overall result of section II from Taiwan was very different to England. Most topics in this section showed statistical differences. However, as explained before, some of these differences did not reflect any conflicting perceptions. E.g. [Sex and media].

Subsequently, we need to take the differences between each school within each country into account. This suggests that the differences between two English schools might be one of the factors.

At this stage, we could see clearly that the sex education of the two Taiwanese schools had covered considerably more topics than English schools. This may indicate the different approaches and structure of sex education between these two countries.

			Topic has been covered	Topic has not been covered		Mean Rank	Mann-Whitney U	Z	p
				Need to be covered	No need to be covered				
2-1	Taiwan	N	1275	46	18	860.61	255229.000	-5.942	.000**
		%	95.2%	3.4%	1.3%				
	England	N	362	25	29	933.97			
		%	87.0%	6.0%	7.0%				
2-2	Taiwan	N	1006	260	73	811.62	189632.500	-12.008	.000**
		%	75.1%	19.4%	5.5%				
	England	N	188	145	83	1091.65			
		%	45.2%	34.9%	20.0%				
2-3	Taiwan	N	846	384	109	829.26	213243.000	-8.229	.000**
		%	63.2%	28.7%	8.1%				
	England	N	176	158	82	1034.90			
		%	42.3%	38.0%	19.7%				
2-4	Taiwan	N	1160	109	70	804.14	179617.500	-15.234	.000**
		%	86.6%	8.1%	5.2%				
	England	N	215	105	96	1115.73			
		%	51.7%	25.2%	23.1%				
2-5	Taiwan	N	965	282	92	818.43	198750.500	-10.566	.000**
		%	72.1%	21.1%	6.9%				
	England	N	193	124	99	1069.73			
		%	46.4%	29.8%	23.8%				
2-6	Taiwan	N	967	291	81	818.17	198397.000	-10.637	.000**
		%	72.2%	21.7%	6.0%				
	England	N	194	126	96	1070.59			
		%	46.6%	30.3%	23.1%				
2-7	Taiwan	N	760	417	162	835.24	221255.500	-7.021	.000**
		%	56.8%	31.1%	12.1%				
	England	N	179	105	132	1015.64			
		%	43.0%	25.2%	31.7%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 8.9 Coverage of topics within SE between Taiwan & England

			Topic has been covered	Topic has not been covered		Mean Rank	Mann-Whitney U	Z	p
				Need to be covered	No need to be covered				
2-8	Taiwan	N	689	445	205	843.32	232070.000	-5.602	.000**
		%	51.5%	33.2%	15.3%				
	England	N	165	130	121	989.64			
		%	39.7%	31.2%	29.1%				
2-9	Taiwan	N	477	533	329	888.86	263973.000	-1.722	.085
		%	35.6%	39.8%	24.6%				
	England	N	164	165	87	843.05			
		%	39.4%	39.7%	20.9%				
2-10	Taiwan	N	500	459	380	841.24	229287.500	-5.786	.000**
		%	37.3%	34.3%	28.4%				
	England	N	92	161	163	996.33			
		%	22.1%	38.7%	39.2%				
2-11	Taiwan	N	1110	167	62	779.4	146143.500	-18.572	.000**
		%	82.9%	12.5%	4.6%				
	England	N	147	197	72	1196.19			
		%	35.3%	47.4%	17.3%				
2-12	Taiwan	N	1236	55	48	781.86	149775.000	-20.945	.000**
		%	92.3%	4.1%	3.6%				
	England	N	188	170	58	1187.46			
		%	45.2%	40.9%	13.9%				
2-13	Taiwan	N	874	379	86	832.87	218085.000	-7.742	.000**
		%	65.3%	28.3%	6.4%				
	England	N	193	148	75	1023.26			
		%	46.4%	35.6%	18.0%				
2-14	Taiwan	N	557	576	206	817.75	197839.000	-9.619	.000**
		%	41.6%	43.0%	15.4%				
	England	N	90	176	150	1071.93			
		%	21.6%	42.3%	36.1%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 8.9 Coverage of topics within SE between Taiwan & England (continued)

Comparison of qualitative data

There were significant differences between the coverage of topics between Taiwan and England. Pupils in Taiwan had more opportunity of learning a greater variety of topics whilst sex education topics in England were comparatively limited.

Pupils from both countries did not prefer repetitive topics. They all felt some valuable time had been wasted on repeating the same contents. Hence, this reflected their wishes for new topics; they were hoping to learn new information regarding all topics.

Overall, results from this section suggest that pupils had different experiences regarding learning topics in sex education. They all had similar perceptions regarding preferred topics in sex education; they identified similar characteristics of favourable topics.

Views on topics within SE	Taiwan	<i>"...especially those that will be helpful to our life...." [T1]</i>
	England	<i>"...we didn't do much about it ... " [E1]</i>
Less preferred SE topics	Taiwan	<i>"...They waste time repeating ..." [T2]</i>
	England	<i>"...they gave us same information but more detail...." [E1]</i>
Preferred topics for future SE	Taiwan	<i>"...let us know more things and something..." [T2]</i>
	England	<i>"...some parts want more ..." [E2]</i>

Table 8.10 Pupils' views on topics within SE between Taiwan & England

8.2.3 Teaching/learning methods of SE between Taiwan & England

Comparison of quantitative data

There were statistical differences found in [Lecturing], [Role play exercise], [Playing games], [Discussing relevant news], [Watching videos/DVDs], [Using internet/computers] and [Using commercially prepared materials] between Taiwan and England. Results of the other three methods showed no significant differences. This suggests that the perceived patterns of these 3 methods were very consistent and considerably similar between England and Taiwan. Participants of both schools showed similar perceptions of these methods. Method [Small group discussion] and [Whole class discussion] were likely to be used in both countries whilst the method [Outside speaker(s)] was less widely adopted in either country.

Although the perceived patterns of [Lecturing] and [Watching videos/DVDs] were statistically different between England and Taiwan, they both had a similar trend of responses. Most participants expressed that these methods had been used in both countries. Hence, the statistical differences just reflected the fact that more participants of Taiwan had experienced [Lecturing] and [Watching videos/DVDs] during sex education.

The perceived patterns of [Role play exercise], [Playing games] and [Using commercially prepared materials] were statistically different between England and Taiwan. Most participants reported that these methods had not been adopted. Hence, the statistical differences just reflected that more participants in Taiwan had experienced [Role play exercise], [Playing games] and [Using commercially prepared materials] during sex education.

[Discussing relevant news] and [Using internet/computers] showed differences on not only the perceived pattern but also the likelihood of usage of these two methods. Considerably more participants from Taiwan had experienced the use of [Discussing relevant news] in sex education than those in England. This suggests that it was more likely that it had been adopted in sex education in Taiwan, but it might not be the same in England. Similar result of [Using internet/computers] indicated a similar situation, this also suggests that it was more likely that [Using internet/computers] had been adopted in sex education in Taiwan. Hence, the use of these two methods was different between England and Taiwan.

However, we need to take the differences between each school within each country into account. This suggests that the differences between the two English schools might be one of the factors contributing to these differences between countries.

At this stage, we can clearly see that the sex education in the two Taiwanese schools had adopted considerably more teaching/learning methods than in England, as reported by pupils. However, there were still a variety of methods which had not been adopted in either country.

			Method has been experienced	Method has not been experienced		Mean Rank	Mann-Whitney U	Z	p
				Wish to experience	Wish not to experience				
3-1	Taiwan	N	1280	26	33	833.02	218283.500	-1.110	.000**
		%	95.6%	1.9%	2.5%				
	England	N	308	41	67	1022.78			
		%	74.0%	9.9%	16.1%				
3-2	Taiwan	N	610	460	269	868.37	265611.500	-1.540	.124
		%	45.6%	34.4%	20.1%				
	England	N	180	131	105	909.01			
		%	43.3%	31.5%	25.2%				
3-3	Taiwan	N	822	326	191	882.66	272270500	-0.801	.423
		%	61.4%	24.3%	14.3%				
	England	N	267	88	61	863.00			
		%	64.2%	21.2%	14.7%				
3-4	Taiwan	N	949	240	150	878.92	277274.000	-0.172	.863
		%	70.9%	17.9%	11.2%				
	England	N	300	60	56	875.02			
		%	72.1%	14.4%	13.5%				
3-5	Taiwan	N	521	515	303	832.18	217156.000	-73.238	.000**
		%	38.9%	38.5%	22.6%				
	England	N	97	157	162	1025.49			
		%	23.3%	37.7%	38.9%				
3-6	Taiwan	N	619	515	205	838.12	225115.000	-6.397	.000**
		%	46.2%	38.5%	15.3%				
	England	N	125	185	106	1006.36			
		%	30.0%	44.5%	25.5%				
3-7	Taiwan	N	985	244	110	813.22	191776.500	-11.554	.000**
		%	73.6%	18.2%	8.2%				
	England	N	187	118	111	1086.50			
		%	45.0%	28.4%	26.7%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 8.11 Teaching/Leaning methods between Taiwan & England

			Method has been experienced	Method has not been experienced		Mean Rank	Mann-Whitney U	Z	p
				Wish to experience	Wish not to experience				
3-8	Taiwan	N	985	245	109	849.75	240682.000	-5224	.000**
		%	73.6%	18.3%	8.1%				
	England	N	248	122	46	968.94			
		%	59.6%	29.3%	11.1%				
3-9	Taiwan	N	742	446	151	818.68	199076.500	-9.658	.000**
		%	55.4%	33.3%	11.3%				
	England	N	129	176	111	1068.95			
		%	31.0%	42.3%	26.7%				
3-10	Taiwan	N	641	436	262	833.73	219239.500	-7.050	.000**
		%	47.9%	32.6%	19.6%				
	England	N	129	144	143	1020.48			
		%	31.0%	34.6%	34.4%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 8.11 Teaching/Leaning methods between Taiwan & England (continued)

Statistical differences were found in participants' favourite teaching/learning method between Taiwan and England. Noticeably, participants from both countries all chose [Watching videos/DVDs] as their favourite teaching/learning method. This suggests that the perceived pattern of participants' favourite methods was different between England and Taiwan, even though their favourite choices were identical. Participants of both schools had different rankings for their favourite teaching/learning method.

Based on previous results (i.e. adoption of pedagogy), this section might be influenced by the pupils' lack of experiencing some of the learning methods. We could only conclude this result as a different pattern of preferences, but there was a consistent favourite method found between these countries.

		3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10	Mean Rank	Mann-Whitney U	Z	P
Taiwan	N	131	71	70	88	99	142	54	477	78	38	781.00	134159.500	-4.874	.000**
	%	10.5	5.7	5.6	7.1	7.9	11.4	4.3	38.2	6.2	3.0				
England	N	23	21	34	39	40	18	3	73	4	9	640.68			
	%	8.7	8.0	12.9	14.8	15.2	6.8	1.1	27.7	1.5	3.4				

Table 8.12 Pupils' favourite teaching/learning method between Taiwan & England

Comparison of qualitative data

Pupils' perceptions regarding learning/teaching methods were different between Taiwan and England. Pupils in Taiwan had similar experience of learning/teaching methods; pupils in England had different experiences in different schools. Teaching methods were more flexible in schools in England, some pupils had experienced a high level of interactive methods, but some did not. Pupils in Taiwan had more experience of lecturing which was the conventional method of teaching in Taiwanese schools.

Suggestions for the improvement of teaching/learning methods were different in these two countries too. Pupils in Taiwan were more focused on the interactive and relevant aspects of these methods, whilst their counterparts in England were more concerned about teachers' competence and confidence.

Views on teaching/learning methods	Taiwan	“...teacher giving lectures most of times ...”[T1]	
	England	Not consistent	“...we discuss...we had SHADOW ...”[E1] “...better watching a video ...”[E2]
Suggestions for teaching/learning methods	Taiwan	“...more examples in life, more practical aspects...”[T2]	
	England	“.....Should have a separate tutor who knows about it ...”[E2]	

Table 8.13 Pupils' views on teaching/learning methods of SE between Taiwan & England

8.2.4 Pupils' needs and expectations of SE between Taiwan & England

Pupils in both countries commented that there were a lot of resources for sex education around, most of them also had some opportunity to learn from external

people/groups (except E2). However, pupils in Taiwan had a wider knowledge regarding accessing these materials/resources than their counterparts in England.

Pupils in Taiwan and England had very similar views on allotted time for sex education; they both felt that there was not enough time for it. This influenced their expectations of sex education; all of them would like to have more sessions involving newer information and a more continuous structure of sex education was also stressed

Pupils' overall perceptions were consistent between Taiwan and England; similar opinions were noticed across countries and schools. This suggests that pupils had similar needs and expectations regarding sex education regardless of their location and the current practice in their schools.

Resources for SE	Taiwan	<i>"...a lot of things"[T1]</i>
	England	<i>"...Shadow came inin tutor groups ... "[E1]</i>
Allotted time for SE	Taiwan	<i>"...not enough time..."[T2]</i>
	England	<i>"...not have enough time..."[E2]</i>
Expectations of SE	Taiwan	<i>"...too few contents"[T1]</i>
	England	<i>".... It would be possible to keep it long..." [E1]</i>

Table 8.14 Pupils' needs and expectations of SE between Taiwan & England

8.3 Comparison between genders

Gender difference was a significant factor in participants' attitudes/feelings regarding sex education, this signified a factor within a wider context. It perhaps existed beyond national boundaries. It could be a common trait in both countries.

The result of cross gender analysis showed that all questions in section I had a different level of agreement between female and male participants. The trend of responses was similar with previous findings. More female participants had disagreements on all questions except [Single sex SE], with which more male participants disagreed.

This suggests that female participants had more negative attitudes/feelings towards sex education and they also preferred single gender sex education groups.

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Rank	Mann-Whitney U	Z	P
1-1	Female	N	94	253	443	43	12	951.11	322694.500	-6.270	.000**
		%	11.1%	29.9%	52.4%	5.1%	1.4%				
	Male	N	205	282	382	25	16	810.11			
		%	22.5%	31.0%	42.0%	2.7%	1.8%				
1-2	Female	N	148	401	276	19	1	920.14	348869.500	-3.603	.000**
		%	17.5%	47.5%	32.7%	2.2%	.1%				
	Male	N	236	400	249	17	8	838.87			
		%	25.9%	44.0%	27.4%	1.9%	.9%				
1-3	Female	N	85	242	408	88	22	963.67	312087.000	-7.256	.000**
		%	10.1%	28.6%	48.3%	10.4%	2.6%				
	Male	N	202	277	363	55	13	798.45			
		%	22.2%	30.4%	39.9%	6.0%	1.4%				
1-4	Female	N	72	126	296	232	119	812.54	329159.000	-5.405	.000**
		%	8.5%	14.9%	35.0%	27.5%	14.1%				
	Male	N	68	74	314	216	238	938.79			
		%	7.5%	8.1%	34.5%	23.7%	26.2%				
1-5	Female	N	45	180	312	243	65	911.19	356427.000	-2.758	.006**
		%	5.3%	21.3%	36.9%	28.8%	7.7%				
	Male	N	84	199	357	180	90	847.18			
		%	9.2%	21.9%	39.2%	19.8%	9.9%				
1-6	Female	N	94	254	405	68	24	956.00	318563.500	-6.643	.000**
		%	11.1%	30.1%	47.9%	8.0%	2.8%				
	Male	N	203	276	389	24	18	805.57			
		%	22.3%	30.3%	42.7%	2.6%	2.0%				
1-7	Female	N	116	181	430	79	39	976.56	301193.500	-8.358	.000**
		%	13.7%	21.4%	50.9%	9.3%	4.6%				
	Male	N	276	190	375	51	18	786.48			
		%	30.3%	20.9%	41.2%	5.6%	2.0%				

** . Probability is significant at the 0.01 level (2-tailed).

Table 8.15 Pupils' feelings/attitudes towards SE between genders

8.4 Comparison between four schools

8.4.1 Teachers' perceptions between four schools

Teachers' feelings/attitudes towards SE between four schools

Teachers' perceptions were different on a lot of perspectives regarding feelings/attitudes towards sex education. Teachers from all four schools believed that sex education was relevant to pupils and they also had the similar experience regarding gender differences in sex education.

Teachers' perceptions regarding this issue were all consistent in Taiwan, but different in England. This had been illustrated in the previous chapter. Therefore, the result suggests that the differences between the four schools were attributed to the differences between countries and the two English schools.

Topics within sex education between four schools

There were different perceptions regarding issues in this section between the four schools. Teachers' perceptions in Taiwan were consistent, whilst those of teachers in England were different. The result here showed distinct similarity to the above section.

Teaching methods of sex education between four schools

Teachers had different perceptions regarding teaching methods of sex education between these four schools. Results from each country were generally similar within, this suggests that the difference between four schools were likely to be caused by the difference between countries.

Training for teachers between four schools

Teachers' perceptions regarding training were different between these four schools; however the difference was likely to be caused by the countries rather than the schools. Teachers' perceptions were consistent within each country. This was similar to the result of 'teaching/learning methods' between the four schools above.

Difficulty within sex education between four schools

Teachers' perceptions regarding difficulty within sex education were similar between the four schools, teachers all felt the allotted time for sex education was one of their main concerns. On the other hand, they were all aware of the different types of resources available. However, perceptions of teachers in England were less consistent than their counterparts in Taiwan. The result suggests that there were some similar challenges in all four schools, but the difference might be caused by the different approaches adopted by different countries or schools, especially in England.

Views on policy of sex education between four schools

Teachers from all schools except E2 had some positive perceptions regarding the policy of sex education; teachers from these three schools regarded policy of sex education as a backup. There were differences between the four schools regarding the issue of textbooks, but the differences were more likely to exist between countries rather than schools.

Teachers in the four schools had different perceptions regarding the future improvement of sex education, this could be seen as the indication of individual challenges faced by each school. However, there were some suggestions which can be found between schools across countries. e.g. the suggestion of involvement with parents could be found in T2 and E1. This suggested that some situations faced by schools could exist in schools in different countries.

8.4.2 Pupils' perceptions between four schools

Pupils' feelings/attitudes towards SE between four schools

All questions in this section showed significant differences between schools. This suggests that participants in different schools had different attitudes/feelings towards these aspects of sex education.

T1 and T2 had more participants who agreed with many questions, but E1 and E2 seemed to have less. Especially, E2 was an extreme example on most of these questions. Participants of E2 had the most negative responses on most questions except [New contents]. There were very little difference found between T1 and T2 in this section, and some found between E1 and E2. We could suspect that there was a difference between English schools which resulted in this. Therefore, the diversity showed in the results may be attributed to E2, which had extreme responses on most of these questions. Results between schools in each country showed relatively similarity, but when combining them together, results of E2 stood out as a very different example from others.

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Rank	Chi-Square	df	P
1-1	T1	%	15.3%	31.3%	50.5%	2.5%	.4%	879.06	24.220	3	.000**
	T2	%	18.0%	32.3%	46.8%	2.1%	.9%	843.68			
	E1	%	18.2%	25.1%	48.3%	6.9%	1.5%	914.32			
	E2	%	13.6%	25.4%	42.3%	11.7%	7.0%	1012.48			
1-2	T1	%	20.3%	45.6%	32.4%	1.4%	.4%	896.39	18.564	3	.000**
	T2	%	24.5%	45.7%	27.8%	1.6%	.4%	843.00			
	E1	%	13.8%	45.8%	36.5%	3.0%	1.0%	982.36			
	E2	%	18.8%	45.1%	31.0%	4.2%	.9%	928.11			
1-3	T1	%	14.9%	27.0%	52.0%	5.3%	.7%	889.19	10.334	3	.016*
	T2	%	16.2%	28.0%	47.8%	7.0%	1.0%	879.80			
	E1	%	18.7%	40.4%	29.6%	7.4%	3.9%	790.57			
	E2	%	16.9%	30.5%	27.7%	18.3%	6.6%	937.61			
1-4	T1	%	4.6%	7.1%	38.1%	27.8%	22.4%	945.75	119.018	3	.000**
	T2	%	5.2%	6.9%	37.0%	28.4%	22.6%	948.09			
	E1	%	20.2%	20.7%	22.2%	20.7%	16.3%	706.45			
	E2	%	14.6%	30.5%	31.5%	13.1%	10.3%	603.97			
1-5	T1	%	5.7%	17.4%	41.3%	27.0%	8.5%	926.32	44.335	3	.000**
	T2	%	8.8%	25.8%	36.0%	20.9%	8.5%	824.48			
	E1	%	3.0%	9.4%	41.9%	33.0%	12.8%	1058.11			
	E2	%	6.6%	17.8%	40.8%	27.7%	7.0%	908.42			
1-6	T1	%	14.9%	31.0%	49.1%	4.3%	.7%	881.34	21.042	3	.000**
	T2	%	18.3%	31.0%	46.3%	3.0%	1.3%	842.21			
	E1	%	13.3%	29.6%	42.9%	10.3%	3.9%	951.71			
	E2	%	16.0%	25.8%	37.1%	12.7%	8.5%	981.14			
1-7	T1	%	19.6%	19.6%	55.9%	5.0%	0%	884.44	84.236	3	.000**
	T2	%	24.8%	23.5%	47.8%	3.0%	.9%	806.44			
	E1	%	17.2%	17.7%	40.4%	14.8%	9.9%	1018.93			
	E2	%	18.8%	14.6%	28.2%	25.4%	13.1%	1090.62			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 8.16 Pupils' feelings/attitudes towards SE between four schools

Coverage of topics within SE between the four schools

There were differences found in all topics except [Contraception]. However, the differences found in some of these topics did not actually reflect a lot of differences. For instance, topic [Puberty] was likely to be covered in all four schools, the differences just reflect that there were more affirmative responses in T1 and less in E2.

Similar to the previous section, E2 showed a significant difference to the other three. Especially in [Friendships], [Sexual harassment], [Sexual transmitted disease], [Sex and law] and [Sexual orientation], responses of E2 were significantly lower than the other three. This might be one of the reasons for the differences between these four schools.

The two schools in Taiwan used the same set of textbooks, so it was understandable that topics in sex education were similar. The standard and contents of sex education varied from school to school in England; the topics within sex education inevitably differed between schools.

The results suggest that there were differences between schools regarding the coverage of topics within sex education. As shown before, some of these differences resulted from the different approaches and structures of sex education between countries. However, the coverage of sex education was significantly lower in E2 than others, which was similar to the previous result.

			Topic has been covered	Topic has not been covered		Mean Rank	Chi-Square	df	P
				Need to be covered	No need to be covered				
2-1	T1	%	97.2%	2.5%	.4%	843.52	44.251	3	.000**
	T2	%	94.7%	3.7%	1.6%	865.15			
	E1	%	83.7%	7.9%	8.4%	962.77			
	E2	%	90.1%	4.2%	5.6%	906.52			
2-2	T1	%	79.0%	17.4%	3.6%	775.35	147.220	3	.000**
	T2	%	74.1%	19.9%	6.0%	821.26			
	E1	%	44.3%	34.0%	21.7%	1103.34			
	E2	%	46.0%	35.7%	18.3%	1080.51			
2-3	T1	%	63.0%	28.1%	8.9%	833.53	67.849	3	.000**
	T2	%	63.2%	28.8%	7.9%	828.12			
	E1	%	41.9%	37.4%	20.7%	1041.89			
	E2	%	42.7%	38.5%	18.8%	1028.23			
2-4	T1	%	84.0%	8.5%	7.5%	829.43	234.122	3	.000**
	T2	%	87.3%	8.0%	4.6%	797.43			
	E1	%	51.2%	25.1%	23.6%	1120.39			
	E2	%	52.1%	25.4%	22.5%	1111.28			
2-5	T1	%	60.5%	29.5%	10.0%	918.15	172.33	3	.000**
	T2	%	75.1%	18.8%	6.0%	791.95			
	E1	%	62.1%	18.7%	19.2%	933.47			
	E2	%	31.5%	40.4%	28.2%	1199.60			
2-6	T1	%	68.0%	24.6%	7.5%	855.90	123.288	3	.000**
	T2	%	73.3%	21.0%	5.7%	808.14			
	E1	%	53.2%	25.6%	21.2%	1013.15			
	E2	%	40.4%	34.7%	24.9%	1125.34			
2-7	T1	%	56.9%	29.9%	13.2%	838.28	54.361	3	.000**
	T2	%	56.7%	31.5%	11.8%	834.43			
	E1	%	47.8%	24.6%	27.6%	964.00			
	E2	%	38.5%	25.8%	35.7%	1064.85			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 8.17 Coverage of topics within SE between four schools

			Topic has been covered	Topic has not been covered		Mean Rank	Chi-Square	df	P
				Need to be covered	No need to be covered				
2-8	T1	%	48.4%	34.9%	16.7%	871.54	36.925	3	.000*
	T2	%	52.3%	32.8%	14.9%	835.82			
	E1	%	44.8%	28.6%	26.6%	941.54			
	E2	%	34.7%	33.8%	31.5%	1035.48			
2-9	T1	%	33.5%	39.1%	27.4%	919.17	6.080	3	.108
	T2	%	36.2%	40.0%	23.8%	880.81			
	E1	%	37.9%	37.4%	24.6%	873.74			
	E2	%	40.8%	41.8%	17.4%	813.80			
2-10	T1	%	36.7%	34.2%	29.2%	850.06	41.897	3	.000**
	T2	%	37.5%	34.3%	28.2%	838.89			
	E1	%	27.6%	39.4%	33.0%	927.25			
	E2	%	16.9%	38.0%	45.1%	1062.16			
2-11	T1	%	84.3%	10.7%	5.0%	768.32	363.500	3	.000**
	T2	%	82.5%	12.9%	4.5%	782.02			
	E1	%	45.3%	39.4%	15.3%	1110.20			
	E2	%	25.8%	54.9%	19.2%	1278.15			
2-12	T1	%	91.8%	3.9%	4.3%	787.05	548.670	3	.000**
	T2	%	92.4%	4.2%	3.4%	780.48			
	E1	%	67.0%	20.2%	12.8%	1005.82			
	E2	%	24.4%	60.6%	15.0%	1360.25			
2-13	T1	%	59.8%	32.4%	7.8%	881.43	135.820	3	.000**
	T2	%	66.7%	27.2%	6.0%	819.97			
	E1	%	67.5%	19.7%	12.8%	837.18			
	E2	%	26.3%	50.7%	23.0%	1200.60			
2-14	T1	%	40.6%	39.5%	19.9%	850.12	109.215	3	.000**
	T2	%	41.9%	44.0%	14.2%	809.15			
	E1	%	31.5%	36.5%	32.0%	980.36			
	E2	%	12.2%	47.9%	39.9%	1159.19			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 8.17 Coverage of topics within SE between four schools (continued)

Teaching/Learning methods of sex education between four schools

There were differences found between the four schools on all methods except [Small group discussion] and [Whole class discussion]. This suggests that different schools had different methods adopted in sex education. However, similar to the previous section, some of the differences between schools only reflected the different number of participants who responded in some particular pattern. For example, the method [Lecturing] was likely to be adopted in all four schools, the differences just reflected that more participants responded affirmatively in T1, T2 and E2, with less pupils agreeing in E1.

There were clear differences between Taiwan and England as shown in the previous section, hence results might just reflect the differences between these two countries.

There was a significant difference regarding the usage of method [Watching videos/DVDs]. There were less participants of E1 who reported the use of this method than the other three. Similarly, in the responses of method [Outside speaker(s)], but this time it was E2 that had significantly fewer participants who had experienced this method.

Overall, results from T1 and T2 were very similar in this section, whilst the two schools in England showed very diverse and different approaches regarding sex education.

			Method has been experienced	Method has not been experienced		Mean Rank	Chi-Square	df	P
				Wish to experience	Wish not to experience				
3-1	T1	%	94.3%	1.8%	3.9%	844.89	203.458	3	.000**
	T2	%	95.9%	2.0%	2.1%	829.87			
	E1	%	66.0%	11.3%	22.7%	1094.69			
	E2	%	81.7%	8.5%	9.9%	954.25			
3-2	T1	%	56.9%	23.8%	19.2%	785.56	54.683	3	.000**
	T2	%	42.5%	37.1%	20.3%	890.36			
	E1	%	58.6%	25.6%	15.8%	757.28			
	E2	%	28.6%	37.1%	34.3%	1053.62			
3-3	T1	%	61.6%	20.6%	17.8%	893.09	3.647	3	.302
	T2	%	61.3%	25.3%	13.3%	879.89			
	E1	%	68.5%	18.2%	13.3%	826.22			
	E2	%	60.1%	23.9%	16.0%	898.05			
3-4	T1	%	68.0%	17.1%	14.9%	910.88	4.033	3	.261
	T2	%	71.6%	18.1%	10.2%	870.4			
	E1	%	74.4%	15.8%	9.9%	848.32			
	E2	%	70.0%	13.1%	16.9%	900.47			
3-5	T1	%	35.2%	36.7%	28.1%	887.09	60.472	3	.00**
	T2	%	39.9%	38.9%	21.2%	817.59			
	E1	%	26.6%	38.4%	35.0%	981.76			
	E2	%	20.2%	37.1%	42.7%	1067.17			
3-6	T1	%	43.4%	35.6%	21.0%	887.17	58.659	3	.000**
	T2	%	47.0%	39.2%	13.8%	825.09			
	E1	%	37.4%	43.8%	18.7%	918.81			
	E2	%	23.0%	45.1%	31.9%	1089.79			
3-7	T1	%	71.2%	17.8%	11.0%	839.75	138.720	3	.000**
	T2	%	74.2%	18.3%	7.5%	806.18			
	E1	%	49.8%	25.1%	25.1%	1045.12			
	E2	%	40.4%	31.5%	28.2%	1125.93			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 8.18 Teaching/Leaning methods between four schools

			Method has been experienced	Method has not been experienced		Mean Rank	Chi-Square	df	P
				Wish to experience	Wish not to experience				
3-8	T1	%	65.5%	20.3%	14.2%	930.31	72.234	3	.000**
	T2	%	75.7%	17.8%	6.5%	828.35			
	E1	%	46.3%	39.9%	13.8%	1082.56			
	E2	%	72.3%	19.2%	8.5%	860.65			
3-9	T1	%	58.7%	26.3%	14.9%	810.23	100.536	3	.000**
	T2	%	54.5%	35.2%	10.3%	820.92			
	E1	%	35.5%	44.3%	20.2%	1007.00			
	E2	%	26.8%	40.4%	32.9%	1127.99			
3-10	T1	%	66.9%	15.7%	17.4%	694.78	88.346	3	.000**
	T2	%	42.8%	37.1%	20.1%	870.61			
	E1	%	36.9%	34.0%	29.1%	954.26			
	E2	%	25.4%	35.2%	39.4%	1083.60			

** . Probability is significant at the 0.01 level (2-tailed).

* . Probability is significant at the 0.05 level (2-tailed).

Table 8.18 Teaching/Leaning methods between four schools (continued)

8.5 Conclusion

This chapter demonstrated all the data collected and the comparison between them. There were two null hypotheses rejected, the rejected null hypotheses were:

Null Hypothesis 1:

Teachers' perceptions with regard to:

- (a) Their feelings and attitudes of undertaking sex education within their schools.
- (b) Pupils' need for sex education.
- (c) Teachers' perceptions of the effectiveness of the methods and techniques used for the delivery of sex education.
- (d) The opportunities for them to access relevant resources in the process of implementing sex education.

are not different between countries, schools.

This null hypothesis regarding school was partially rejected, so is the one regarding countries. Teachers' perceptions regarding some aspects of sex education were different between the four schools and countries.

The difference between schools in Taiwan and England was also noticeable. Some isolated results from E1 or E2 were also significant.

Null Hypothesis 2:

3. Pupils' perceptions with regard to :

- (a) Their feelings and attitudes toward sex education within their schools.
- (b) Their satisfaction with the sex education implemented at their schools.
- (c) Their need for sex education and to what extent has the need been met.

are not different between gender countries and school.

The null hypothesis regarding gender was strongly rejected. Male and female pupils had different perceptions/attitude of sex education. The null hypothesis regarding countries was strongly rejected. Pupils in Taiwan and England had different perceptions/experience among many aspects of sex education.

The null hypothesis regarding schools was partially rejected. Pupils' perceptions regarding some aspects of sex education were different between the four

schools. Combining this with the result from the previous two chapters, it indicated the incoherence between data from E1 and E2 could attribute to this.

Subsequently, the factor of countries and gender held the strongest influences among all factors. This suggests that further investigation would be needed for these two factors.

Overall, the comparisons in this chapter echoed with the previous chapters that the consistency of practice of sex education was different between Taiwan and England. The two distinctive traits (consistency and variation) were further supported by the comparison shown above. It was also interesting to note some similarity between schools across countries (e.g. pupils' favourite learning method). However, as pointed out previously, there were more distinctive findings among school E2 than E1; this may suggest that the sex education in E2 could be unique in some perspectives. Therefore, I suspected that it was the unique sample for this study. The differences found in this study could be caused by the different approaches between schools or countries, or it could be caused by the data from E2. .

Chapter IX Differences between Schools, Countries and beyond

9.0 Introduction

In the previous chapters, differences between schools, countries and genders were presented. This chapter will, firstly, identify and summarise findings, then further look at overall similarity and difference. This will be carried out in the context of the wider literature. Explanations will be offered for the findings. Secondly, relationships between findings for wider generalisation will be represented. Subsequently, the initial conceptual framework will be revisited and reconsidered. Finally, a summary and a final view of sex education in the two countries will be presented.

9.1 Issues in sex education

9.1.1 Feeling and attitudes towards sex education

Sex education as a curriculum

Teachers' perceptions regarding sex education as a curriculum

Sex education is generally taught within Health Education in Taiwan, but one may find relevant contents in other subjects e.g. Counselling Activities. In England the subject varies between schools, some schools allocate sex education within PSHE due to the natural connection between these two curricula, but some others simply diffuse sex education into other subjects or tutor time. There are alternative ways to deliver sex education; hence the structure of sex education differs between schools. This was clearly identified by teachers in previous chapters. All teachers in Taiwan identified that their subject (Health Education) covered the majority of issues in regard to sex education. This is echoed by the fact that the national guidelines of sex education were written within the learning index of Health Education, which was to be followed by all health education professionals within all education sectors in Taiwan (Ministry of Education, 2000). Therefore, it was easier to identify sex

education in Taiwan because all schools used a similar organisation and approach. The uniformity of sex education is further strengthened as all textbooks used in Taiwan for this and other relevant subjects are still fundamentally identical in their contents, although style and presentation vary. This is also consistent with the findings of Lin & Lee (2008) in a study comparing textbooks used in Taiwan.

However, in England the sex education is more variable. The differences between just two schools, as in this study, were marked. Teachers identified Science and PSHE as the two main vehicles for sex education, although the aims in these lessons differed. Sex education within Science was more about the biological facts; virtually all of the other aspects of sex education were taught within PSHE. This is part of a more general picture identified by Hilton (2001).

Pupils' perceptions regarding sex education as a curriculum

Pupils from both countries were aware of the inclusion of sex education in their curriculum. Evidence could be found through their responses in questionnaires and focus groups. Pupils in both schools in Taiwan identified Health Education as the main vehicle for sex education, and they also identified some sex education contents in Counselling Activities and Citizenship. The structure and implementation of sex education appeared consistent between schools and an outcome of this was highly standardised pupils' perceptions across schools. Tu (2004) also found a similar result when investigating sex education in urban and rural schools in Taiwan.

On the other hand, pupils in England identified several subjects which contained some elements of sex education; these subjects included Science and PSHE; pupils' perceptions were dependent on experience, and their experiences were inconsistent between schools. There was also some evidence that inconsistency could exist between pupils within the same school. Many researchers (Strange et al., 2006; Reiss, 1998; Woodcock et al., 1992) have pointed out the real practice of sex education is cross-curricular; this is clearly identified here by pupils' perceptions in England.

Overall perceptions regarding sex education as a curriculum

Pupils' and teachers' perceptions regarding the status of sex education were consistent within schools in both countries. However, it is noticeable that pupils in England expressed a greater variation of perception and did not identify a clear vehicle for teaching sex education. The study by Strange et al. (2006) also reported varying situations among schools in England.

The variation in delivery is interesting as sex education is established in the curriculum, and the need for it has been addressed in various government documents in England (Pilcher, 2005; Blake, 2008). However, the way it is organised is not prescribed nationally, different approaches can be adopted in different schools; hence the variation between localities is considerable (Buston & Wight, 2004; Reiss, 1998). The arrangement for sex education is a grey area for all schools; the status of which could slip in some schools as was pointed out by some teachers in this study.

The practice of sex education is heavily reliant on the work of the coordinator and the ethos of the school and it is clear that teachers in England had little guidance. Noticeably, the profile of sex education has risen in the past few decades. It was clearly identified by government in the UK as an urgent and important subject (Pilcher, 2005). Guidelines are clearly provided, however the gap between policy and practice in schools is still noticeable in England. It is even more confusing for schools as the status of PSHE is changing yet again. Blake (2008) further identified that sex education is being delivered within an already overcrowded PSHE curriculum. The discretion provided by the government could ultimately lead to the standards differing between schools. This has clearly been suggested by results in this study.

Satisfaction with sex education

Teachers' satisfaction with sex education

Teachers' satisfaction with sex education in their schools was noticeably different between Taiwan and England. Teachers in Taiwan were satisfied with sex education within their teaching/subject, but they showed slight uncertainty when it

was considered in a broader context. On the other hand, teachers in England were dissatisfied with their sex education both within their teaching and in a wider context.

The higher satisfaction of Taiwanese teachers was influenced by the strictly structured curriculum. In particular, teachers identified their satisfaction with their teaching; this indicated both their confidence and their appreciation of guidance from sources outside the school. However, their dissatisfaction could also be attributed to this same strict structure, which could result in a less flexible arrangement for teachers and unwillingness to try less conventional methods for teaching or making alternative arrangements.

On the other hand, teachers in England showed a lower level of satisfaction with sex education. There were various factors for this. The most likely factors were low confidence and general uneasiness in their teaching. This can be interpreted as the result of lack of training or knowledge of sex education. It is also a result of the approach adopted in England, which can be too flexible for teachers to understand and follow.

This varying level of satisfaction reflects the different approaches adopted by these two countries. A standardised and uniform model for sex education may enhance a teacher's understanding of sex education and prepare them for teaching it. This can be seen in the feedback from teachers in Taiwan. However, some flexibility must be adopted at the same time to enable teachers to have more choice over teaching style. Innovation can only be carried out with informed individuals, which could prove problematic in English schools. Therefore, the benefit of flexibility/discretion is not fully exercised within English schools. Further to this, Taiwanese teachers also showed more confidence and control with regard to the teaching of sex education. This is in direct contrast to the teachers in the English schools, showing low control of conduct and content of sex education, as it had ordinarily been dictated from the co-ordinator. Content was handed-out to them; this could lead to an apathetic feeling from the teacher. Burton & Wright (2004) identified that effective sex education should be conducted within a comfortable atmosphere where a teacher's sense of control/discipline was an important element.

Pupils' satisfaction with sex education

Most pupils in both countries expressed satisfaction with sex education, but the levels were significantly different. Whilst all pupils had their own reservations regarding sex education, pupils in Taiwan showed more positive responses than their counterparts in England. This trend was further demonstrated by pupils' response in focus group sessions. Pupils in Taiwan would express their satisfaction with sex education, whilst their counterparts in England were less enthusiastic. '*It is OK*' was often used by pupils to comment on sex education in England, this suggested a near neutral response. Haste (2009) also identified a similar trend of lack of enthusiasm regarding SRE among pupils in England.

Some pupils in England showed a significantly reduced awareness of sex education. Pupils in Taiwan clearly expressed their views on sex education, but pupils in England could not expand on their perceptions clearly. As discussed earlier, it was clear that sex education existed in these schools; however, pupils had difficulty to identify when, where or which topics they had learnt. Extra effort had to be made to extract relevant information pertaining to their learning of sex education. It was quite different among pupils in Taiwan, as they could easily grasp the concept of sex education and its values. This was demonstrated when they pointed out their dissatisfaction with sex education – they were able to distinguish which parts and topics they perceived as flawed. Based on this, we can assume the level of information received by pupils in these two countries was different and this influenced their level of satisfaction. My argument is that more information provided in sex education could result in better informed and well-equipped pupils, and help develop the teaching of it. As many researchers (Buston et al., 2002; Braeken & Cardinal, 2008; Hilton, 2001) suggested, the success of sex education would depend on the fulfilment of pupils' needs. If pupils' needs for sex education are not fully developed through their learning, it is questionable whether we would be able to develop a better framework to tackle this subject.

Overall satisfaction with sex education

Pupils' and teachers' satisfaction was consistent among participants in Taiwan, which all showed similar satisfaction within their teaching/learning of sex education.

On the other hand, satisfaction with sex education amongst participants in England was diverse. Teachers had more reservations. As stated in previous sections, satisfaction claimed by pupils in England was not so easy to interpret but the overall result was more positive in Taiwan than in England.

It is hard to identify the reasons for this, but there are two suggestions. Firstly, the arrangement/conduct of sex education was different as discussed in previous sections. Hence, satisfaction with sex education also reflects each country's framework. Although higher satisfaction does not automatically suggest better sex education, it does suggest more needs were met.

Secondly, the profile of sex education may be different in these two countries. Sex education is a long established subject within Health Education in Taiwan, whereas the way in which sex education has gained its current recognition within England has been predominately reactive. Its status is unclear regarding practice and content in England (Lees, 1994; Pilcher, 2005), but it is regarded as a necessary part of the curriculum in Taiwan. Therefore, students' awareness of this subject will ultimately reach a different level among these two countries. This may influence their perceived quality of sex education and their needs for it; which will sequentially reflect upon their level of satisfaction.

The contrast between teachers and pupils in England was noticeable. Teachers in England knew they had to deliver sex education, and showed negative feelings towards it. In contrast, pupils were not aware of the status of sex education, but intriguingly showed positive feelings towards it. This suggests that the understanding of sex education as a concept greatly differed between pupils and teachers in England.

Suitability of sex education

Teachers' perceptions regarding suitability and relevance of sex education

Teachers in all schools in both countries perceived sex education as being relevant to pupils' lives and they all agreed about the importance of this subject. This suggests the awareness of sex education being an important curriculum was high among teachers. Also, this hinted at the trend of bringing sex education closer to the

real world context as mentioned in several references (e.g. Prendergast, 1996; Woodcock et al., 1992).

It was identified in some research (Lenderyou, 1991b; Lewis & Knijn, 2001, 2003) that there was no fundamental difference in the contents of sex education between England and other European countries. The guidelines for sex education in Taiwan were developed from western countries' examples; hence, it was not surprising to see some similarity content wise. Although the practice of sex education may be different between these two countries or even between schools, the concept of sex education may remain similar across these four schools. Therefore, I argue that teachers' perceptions regarding sex education as a concept/subject is similar, at least within these four schools. This consistency may also suggest the acceptance of sex education in these two countries, although this generalisation will be too great to make here. Based on the previous discussion, it is harder to differentiate or identify practice of sex education amongst schools in England; and this should also be applied to the conceptualisation of sex education.

Pupils' perceptions regarding suitability and relevance of sex education

Pupils' perceptions regarding the relevance of contents of sex education were consistent in the two schools in Taiwan; they believed that it was relevant to their lives. It is understandable that the result from Taiwanese school would be similar due to the uniformity of contents adopted by all schools in Taiwan. This is further confirmed by students from both schools holding similar reservations regarding issues covered

Pupils had very different response regarding the issue of suitability between the two schools in England. Pupils in E1 had similar perceptions to their counterparts in Taiwan whilst pupils in E2 had different perceptions e.g. '*It is not real*'. This suggests that materials chosen were different among schools in England (it might also suggest a different school ethos and catchments; however the evidence is not strong enough for me to make any assumption on this). This further strengthens my argument that there is variation of practice in sex education in England with varying consequences.

Pupils' responses regarding perceptions of sex education contents were more consistent in Taiwan than in England. Throughout the comparison of quantitative data on section I of the questionnaire, there were more variations between English schools. Noticeably, the overall responses were still positive among all questionnaires collected from both schools in England. This suggests that overall all views on sex education were still positive. However, the less positive results shown among pupils in E2 reflected their negative thoughts on the suitability of sex education which was voiced in their focus group sessions.

Overall perceptions regarding suitability and relevance of sex education

There was clear convergence between the views of teachers and pupils in both schools in Taiwan and E1 in England. However, we should not ignore the inconsistency between teachers and pupils responses in E2. The contrast here is that teachers' perceptions of suitability of sex education were uniformly high e.g. *'it is relevant, so they are keen to listen'*. Some students in E2 totally dismissed this perception from teachers – they did not find the material they received as either relevant to their life or the real world.

These statements from pupils in E2 would often arise when they talked about videos that they watched in the course of PSE/PSHE sessions. On numerous occasions, it was referred to by pupils as *'very old'*. Hence, they had negative feelings/perceptions relating to sex education owing to their less positive or even negative experiences. This negative experience also reflected in pupils' perceptions regarding their sense of comfort in sex education sessions, which was gathered from quantitative data. Hawes et al. (2009) argued that the contents chosen by adults could be viewed by young people in a very different way. This could explain some responses from the pupils.

Woodcock et al. (1992) argued that a comfortable atmosphere in sex education classes would benefit pupils' learning. They also indicated the use of inadequate material would result in feelings of discomfort among pupils. The use of video, especially, was mentioned. This was also found within this study. As argued before, E2 may be an extreme case amongst these four schools. Hence, I suspect the conduct/material of sex education in E2 failed to provide a safe, comfortable

environment for pupils in some cases. This further strengthens my point of inconsistencies found between classes, as teachers identified in E2.

Gender differences in sex education

Teachers' perceptions regarding gender difference in sex education

Gender differences were identified as significant by various researchers (e.g. Measor, 2004; Buston, et al. 2002; Woodcock et al. 1992). It is a general belief that male pupils would tend to have more disruptive or negative behaviour towards sex education, and, it is often argued that male and female students have different needs in regards to the content of sex education. Therefore, it was not surprising to see that all teachers in all schools in this study identified the significance of this issue.

Measor (2004) argued that male pupils' reaction towards sex education could be problematic. This is echoed here by teachers' perceptions regarding them as the cause of problems during sex education sessions. It is significant that some teachers believed the behaviour among male pupils during sex education sessions was the cause of the stress in their teaching of sex education. There is a general consensus that conducting sex education will involve spending a great deal of attention to male pupils (Hilton, 2001; Wood, 1998; Davidson, 1996).

On the other hand, female pupils were regarded by teachers as quieter in sex education sessions across all schools. Due to this phenomenon being found across countries, some teachers' interpretation could hint at underlying factors for this difference between genders. They felt that differences would ease with age; this suggests that the difference may only occur in certain age groups. This can be explained through various theories e.g. gender theory (Measor, 1996).

Some teachers also identified maturity difference between genders in some age groups, this claim suggests different development stages among pupils; students in the age group in this study (Year 8) were around the age of puberty. Based on the theory of human development, both psychologically and physically, the mental and physical development between genders is different at this particular age (Lerner, 1992); female pupils are more physically mature than male pupils (Thorton, 2008; Kail &

Cavanaugh, 2008). This also reflects on their mental maturity, they would have experienced some of the issues of sex education, which could still be new to male pupils. This may contribute to the different behavioural pattern between genders. Buston & Wight (2004) identified the maturity mix was a significant factor for pupils' participation in sex education, however, within these broad patterns there was a lot of variation. Developmental theory would only partially explain the situation. Other theories e.g. socialisation of genders could be attributed to the maturity level differences of pupils. I believe that gender differences greatly influence pupils' perceptions/behaviour in sex education regardless of their cultural/ethnic background, especially as this difference was found in responses from both pupils and teachers in the two countries.

Pupils' perceptions regarding gender difference in sex education

Pupils in Taiwan and England held different opinions regarding mixed gender sex education groups. Pupils in Taiwan preferred sex education to be conducted in mixed gender groups; however perceptions from English pupils were diverse.

Noticeably, pupils from both countries identified the same pattern as their teachers - male pupils were more responsive during sex education sessions. However, their views on this issue were different. Taiwanese pupils treated this as showing more positive engagement than their counterparts in England. They believed sex education sessions would benefit from the participation of both genders. On the other hand, pupils in England were more favourable to the proposal of conducting sex education in single gender groups due to the disruptive behaviour from male pupils. They also believed that it was sometimes unnecessary for them to learn about certain topics e.g. changes in the parts of the body, from the perspective of the other sex.

Results from male and female pupils in section I of the questionnaire also indicated significant differences. Female pupils showed more negative perceptions regarding issues of sex education. They were also more favourable to the proposal of conducting sex education in single gender groups. Their responses from questionnaires were consistent with qualitative results; female pupils were less impressed with sex education due to their view of the current contents of sex education and the behaviour of boys during sex education sessions.

Therefore, my argument is that gender difference was not only perceived by teachers, it was also perceived by the pupils. Without taking this into account the sex education will be less effective.

There was also a significant point raised by students in regard to teacher's gender and the impact of this upon their delivery of sex education. Pupils in Taiwan and England held different opinions. Pupils in Taiwan believed that teachers' gender had very little impact on their delivery of sex education, whilst some pupils in England would prefer sex education to be taught by teachers who are of the same gender. This suggests that learning experiences of pupils in these two countries were different; this was confirmed by pupils' observation of teachers' uneasiness when teaching sex education in England. Pupils in Taiwan did not have similar experience, and they identified the professionalism of teachers as a significant factor. Of course, some pupils in England had similar responses. This suggests that pupils' negative experience may result in an unwillingness to discuss some sex education topics with certain teachers; this will lead them to fall back on their belief that they would be less embarrassed to discuss these matters with teachers of the same sex.

Lees (1994) identified a very interesting result – female teachers/co-coordinators could facilitate male pupils' learning of sex education. This was echoed by the female teachers' perceptions in the previous section. However, this suggestion was tentative as there was no clear evidence why this might be the case. Although pupils said that they felt more comfortable discussing issues relating to sexual health with members of staff of the same sex, they did not think, at least in pupils' perceptions, teachers' gender will influence the quality of their teaching. Hilton (2003) also reported that teachers' gender had little bearing on the perceived quality of sex education in a study of investigating boy's views on desirable characteristics of teachers in England. The inconsistent responses among pupils in England suggest that the confidence and professional level of teachers in England varied and resulted in more English pupils feeling uncomfortable during sex education sessions. Pupils in both countries believed the quality of sex education benefits from teachers' professionalism rather than their gender.

It is also interesting to note some issues regarding gender equality from pupils in Taiwan. It is clear that materials used in Taiwan consisted of some gender

stereotypical presentation e.g. the vulnerability and victimisation of females. Further to this, pupils in Taiwan claimed they would prefer to see a more neutral way to present topics within sex education. These views were shared by both males and females. Reiss (1998) also identified this issue among science textbooks used in England. Although this claim was not found amongst pupils in England, it could be due to the fact that textbooks were not used in either English school in this study. However, as Blake (2008) stated, gender equality should be presented in any sex education materials. It is interesting to note that this view was shared and perceived by pupils too.

Overall perceptions regarding gender difference in sex education

Throughout the process of understanding both teachers' and pupils' perceptions regarding gender issues in sex education, it is clear that gender differences influence many aspects in sex education. For example, female pupils with less positive views on sex education would prefer it to be conducted in gender segregated sessions. This perception was even stronger among female pupils in England.

The explanation for the gender differences and perceptions within sex education is a complex one as seen earlier in discussing physical maturity. There are several further issues to consider. Firstly, the upbringing of different genders could affect their behaviour at certain ages e.g. disengagement of sex education among boys is a means to express masculinity. This partially explains the social norm of how boys/girls should behave at a certain age. Hence, their behavioural differences are attributed to a desire to conform to certain conventional expectations (Measor et al., 1996). Secondly, the different socialisation process between genders can also cause different needs within sex education. It is clear that male and female pupils would prefer different sources of sex education. The connections between female pupils and their families were suggested to be stronger than their male counterparts; hence, they think that it is important to talk about matters with their parents, especially their mothers. This may lead them to think it is not 'proper' to discuss sexual matters in school (Measor, 2004). This also has an influence on attitudes towards sex education information. It is suggested that female pupils preferred relationships/emotion topics within sex education whilst male pupils preferred factual information. Limmer (2009) also reported that male pupils believed sexual information from sources other than

schools is more creditable; this reinforced the view regarding different preference among pupils of different gender. Therefore, a one-suits-all sex education will inevitably result in different views regarding it.

There are various suggestions made regarding gender issues in sex education. It is always a question whether single or mixed gender sex education groups work better. Although many researchers (e.g. Davidson, 1996; Woodcock et al., 1992; Buston et al., 2002; Hilton, 2001; Measor, 2000; Measor et al., 1996) pointed out the problematic behaviour among male pupils, the general consensus was that this behavioural pattern would cause a great deal of inefficiency in sex education. The easy way to solve this and eliminate this problem for female pupils especially is to conduct sex education in single gender groups. This was a favoured proposal among female pupils in this study. It was also noticeable that some sessions in E2 were conducted in this manner. Interestingly, although the slight trend was observed among data in Taiwan, the general consensus among female pupils in Taiwan was still favourable to mixed gender groups.

The explanation for this is a two-tiered one. First, as single gender groups were preferred by female pupils; it suggests that this is a gendered phenomenon. This was advocated by Strange et al. (2003); they concluded that sex education for female pupils should be delivered in single gender groups. On the other hand, very few sessions of sex education were conducted in single gender groups. Therefore, the benefits of single gender sex education groups could only be speculative. It is also interesting to know some pupils identified that some topics should be conducted in single sex groups, with others being taught in mixed groups. Strange et al. (2003) had similar findings which suggested single sex groups could enable pupils to express their opinions; it would also increase their confidence of talking about issues within sex education.

Prendergast (1996) suggested that sex education should be conducted in single gender groups at an earlier stage, then progress to mixed gender groups. This would initially provide the basic confidence for each gender to discuss sex related issues, allowing them to discuss more complex issues later in a mixed gender group. This seemed to be a subtle solution for practice of sex education in reality. However, as

with results here, there is no concrete evidence that mixed gender groups will actually fare worse than single gender groups.

Teachers in England had tentative thoughts of conducting certain topics of sex education in single gender groups, whilst teachers in Taiwan believed that all sex education should be done in mixed groups. Taiwanese teachers' beliefs on this issue could be tricky to interpret, as all sex education would have to be done in mixed gender groups in Taiwan. Therefore, their beliefs could simply be interpreted as their internalising of the current facts. On the other hand, teachers in England were more susceptible to wider proposals and possibilities. The contrast presented here points to attitudinal differences between teachers in these two countries.

Sex education curricula are designed to fulfil pupils' needs regardless of their gender. However, pupils of different gender could have different needs for sex education. Therefore, the problem is not whether single or mixed gender groups are better, it is how to identify and fulfil their needs. The balance of materials provided in sex education must be put into great consideration e.g. gender stereotype. There is always uncertainty about the adjustment or practice of sex education, including separate groups of sex education. Each approach would have its strengths and weaknesses. The suggestion of conducting them in certain sequences will also be only validated by pupils' perception, which is based on little; or indeed no experience. Therefore my argument is that as long as the needs of different genders are considered, the practice itself i.e. single or mixed gender groups could have very little impact on sex education.

The following table 9.1 provides a summary of the first section of discussion.

Issues	Statement	Consistency / Contrast	Possible Explanation	External Validation
SE as a curriculum	SE is recognised as a curriculum	All teachers and most pupils recognised SE.	Government led curriculum. (interviews with teachers)	This agrees with Lin & Lee (2008) and Lees(1994)
Satisfaction with SE	Most pupils and teachers are satisfied with SE.	Most participants agree with this. However, teachers in England are less satisfied with SE.	SE is regarded as an interesting subject by pupils. (focus groups with pupils) Teachers in England had less time to prepare SE (interviews with teachers)	In agreement with Wright (2004) and Buston et al. (2002).
Suitability of SE	Most pupils and teachers believe SE is a relevant subject.	Both teachers and pupils agree with this, but it is less positive in E2.	Content of SE is similar in all schools. (survey) SE is regarded as an important subject by pupils and teachers. (focus groups and interviews)	In agreement with Lenderyou (1991b) and Lewis & Knijn, (2001, 2003) on the similarity of SE in many countries.
Gender difference	Gender difference is a significant issue in SE.	All participants note that different gender act differently in SE. It was regarded less problematic in Taiwan.	Female and male pupils have different needs in SE. (survey) Mixed gender SE is used in all schools	In agreement with Measor (2000) and Strange et al. (2003) on the gender difference in SE. However it offers a different view of problematic behaviour among male pupils in SE, such as Davidson (1996) and Prendergast (1996)

Table 9.1 Feeling and attitudes towards sex education

9.1.2 Topics within sex education

Choice of topics within sex education

The different origins of sex education in Taiwan and England influenced the perspectives of teachers regarding suitable topics. Topics in Taiwan developed from the more medical education background of Health Education; therefore it was initially more focused on the disease prevention and physical aspects. On the other hand, sex education in England developed in reaction to social problems, for example, to tackle the problem of teenage pregnancy (Simey, 2008). Sex education is traditionally

regarded as only sex/sexuality education in Taiwan, to which the relationships part was recently added as another important domain (Lin & Lee, 2008). This shared a reactive element and concern over the rise in the teenage pregnancy rate headlined in Taiwan in recent years. Therefore, it is understandable for teachers in Taiwan to emphasise topics involving relationships.

On the other hand, teachers in England were less well-informed in comparison with their counterparts in Taiwan. They had to deliver what had been handed out to them. They could identify certain topics which had been covered in their teaching, but still uncertain as to the reason behind it.

There were some topics which were considered repetitive in all schools; however the situation was different in Taiwan and England. Sex education in Taiwanese schools was expected to cover a common set of topics at every age but with different levels of detail (Lin & Lee, 2008), hence the reoccurrence of topics was planned for and inevitable. The repetition of sex education topics in England was not planned in the same way, some pupils would have more understanding or experience in certain areas of sex education due to their previous schooling. This reflected the inconsistency between schools occurred not only between secondary schools, but also earlier in primary schooling.

The variation of chosen topics in sex education was different among English schools. Although all topics could be found in national guidelines, the choice was down to the coordinator him/herself. This discretion given by the authorities allowed the variation; which resulted in diverse learning outcomes.

The overall result suggests that the differences were caused by the different framework (of sex education) in these two countries. The stricter model in Taiwan ensures more topics are covered; on the other hand, the flexible model in England allows schools to focus on pressing or localised issues. However, the consistency of quality in England relied heavily on the responsibility of coordinators in each school; this was similar to the findings of Strange et al.'s (2003) study. This result echoes with my previous argument; it is one of the many areas which are influenced by the different structures between Taiwan and England.

Teachers' preparation of topics within sex education

Teachers in Taiwan found preparing affective topics a challenge for them; on the other hand their counterparts in England had very limited experience of preparing sex education topics, due to the fact that the preparation was primarily done by coordinators beforehand.

Preparation of affective topics is a consistent challenge for a lot of teachers in Taiwan. There are several explanations for this. Firstly, teachers' lack of experience, and here it is understandable as sex education was developed from a medical education background in Taiwan which consisted of a content knowledge rather than dealing with attitudes and perceptions. This perhaps left a tradition to teach sex education via a lecturing approach. Hence, new affective topics, which arguably require affective or at least different teaching methods, are unfamiliar to teachers who were trained in a traditional paradigm. Secondly, affective teaching usually requires a great deal of time and effort; as time is strictly limited, affective topics have a low priority. It is clear that, as teachers stated in their interviews; they would prefer to teach something that they can handle in a shorter period of time. Therefore, the choice of non-affective topics (usually knowledge-based) would be an easy option for them. Thirdly, it is apparent that the traditional ethos of paper examinations among schools in Taiwan influences their preferences of topics. The nature of affective topics would make them hard to measure in this format. Based on this, teachers in Taiwan would prefer to teach something they can measure with paper examinations at the end of the sessions, which they regard as concrete assessment.

Preparation of sex education was usually undertaken by the coordinator in schools in England; teachers found themselves delivering materials prepared by other parties. Lesson plans could be last minute reflecting the low status of the subject. This was particularly identified among teachers in E2. Monk's (2001) observation regarding the differences in SRE materials chosen between schools in England supported this.

Overall, teachers in Taiwan claimed they had to prepare topics and deliver by themselves, and teachers in England would just pass information onto pupils with

limited preparation. This would appear again to be a short coming of the flexibility and status in England.

Coverage of topics within sex education

Topics of sex education were more widely covered in Taiwanese schools than their counterparts in England. Findings also showed more variation of topics in the English schools. This is clearly supported by the quantitative data. Findings from Tu (2004) and Buston et al. (2001) also individually reported this trend in Taiwan and England respectively.

Less preferred topics within sex education

Pupils' perceptions regarding less preferred sex education topics were usually based upon repetition. Pupils in both countries identified some topics as being repeated too often, and that they would prefer to learn something new instead. This was validated by pupils' responses in questionnaires; pupils in both countries were less convinced about the contents of sex education being new to them. As seen earlier the set of textbooks used in these two schools were based on a spiral structure but pupils in Taiwan still perceived some topics as being repetitive; this trend was also noticed by Tu (2004) in a study analysing the contents of sex education in Taiwan. There were similar trends found among English pupils, but they were less apparent; especially as a lot of these topics were never taught in these two English schools or only some pupils had experience of receiving some of them. This finding from England is similar to the observation from Buston et al. (2002). Results suggest pupils disliked the reoccurrence of sex education topics. It also revealed the lack of coverage of certain topics among English schools.

Preferred topics for sex education in the future

Pupils in both countries expressed their need for more information in sex education, especially topics concerning their lives. This is coherent with the entitlement of sex education advocated by Blake (2008). Pupils in Taiwan had higher awareness of possible topics for sex education; therefore they identified their needs for topics clearly throughout. On the other hand, pupils in England were less able to

do this; they were unsure about the benefit of some topics. Although they expressed their need for topics which would be beneficial for them they think that it should be handled by teachers. They believed that teachers would know what would be most beneficial for them.

This contrast between pupils of these two countries suggested that higher awareness could help develop pupils' understanding of sex education and also their need for it. Low awareness could result in more submissive views on their needs, this also reflected on the lesser demand of those topics which had not been covered, especially among English schools. This adds more evidence to my previous argument over the value of having a more informed process.

The overall discussion from this section are summarised in the table 9.2 below.

Issues	Statement	Consistency / Contrast	Possible Explanation	External Validation
Choice of Topics within SE	English schools have more flexibility on choosing topics within SE, whilst Taiwanese schools have limited choice.	It is widely in agreement within each country.	The framework of SE is different between Taiwan and England.	In agreement with Tu (2004) and Buston et al. (2001)
Preparation of Topics within SE	Preparation of topics within SE is done by teachers in Taiwan and coordinators in England.	Taiwanese teachers prefer to teach knowledge based subjects rather than affective ones. English teachers have less involvement with preparation of topics - coordinators in schools prepare topics within SE.	Confidence of teaching affective topics and the use of paper based examination for SE in Taiwan. (interviews with teachers) The preparation of SE is largely reliant on the coordinators in England. (interviews with teachers and coordinators)	This agrees with Hsieh & Wang's (1994) argument of less affective topics in SE in Taiwan. It is also in agreement with Monk's (2001) argument that choices of SRE in England being different between schools.
Coverage of Topics within SE	Schools in Taiwan cover more topics than schools in England.	Most participants agree with this. Results from questionnaires also support this.	The framework of SE is different between Taiwan and England.	In agreement with Tu (2004) and Buston et al. (2001)
Less Preferred Topics within SE	Pupils do not like topics being repetitive,	Wide agreement with this.	Pupils prefer to learn something new to them. (focus groups with pupils)	In agreement with Tu (2004) and Buston et al. (2002) and
Preferred Topics for future SE	Pupils prefer to have topics which concern their lives.	Wide agreement with this, but Taiwanese pupils have higher awareness of this.	Pupils believe SE is concerning their lives. Pupils can clearly identify their needs in education.	In agreement with Blake (2008) and Reiss (1995)

Table 9.2 Issues of topics within sex education

9.1.3 Teaching/ Learning methods within sex education

Teachers' preparation for teaching sex education

Teachers in Taiwan had more experience of preparing sex education whilst teachers in England were more frequently in receipt of already-prepared material.

The challenge for Taiwanese teachers was affective teaching, which was unfamiliar to them. They would find it hard to prepare, Huang (2001) also identified

similar challenges among teachers of Health Education in Taiwan. On the other hand, teachers in England, especially in E1, were very impressed with their pre-prepared material. However, this also indicated the level of teachers' involvement of sex education was different between Taiwan and England. Charmbers (2004) reported the different level of awareness regarding sexual issues found amongst teachers in England. This further highlighted the difference illustrated above.

Pedagogy within sex education

Teacher's pedagogy within sex education

Pedagogy has an element of personal preference; with each teacher having preferred practices. Most teachers in Taiwan would use lecturing as their primary method of teaching, feedback from teachers in T1 and T2 confirmed this. Chen & Lin (2006) had similar findings in a study of sex education teaching practice in Taiwan. There were also some teachers in Taiwan who would try a greater variety of pedagogy in their teaching, also mentioning the use of multimedia or discussion. Teachers in England were also familiar with lecturing but more of them had experience of interactive methods. Discussion was mentioned often by English teachers. However, there was less consistency regarding pedagogy between schools in England; the structure of sex education was one of the factors for this. In a more structured sex education framework, teachers would have more consistent methods of delivering subjects; on the other hand, teachers would use whatever method they prefer when little guidelines were presented to them.

Although teachers in Taiwan had less experience of more interactive methods, they expressed their desire to develop this. Some teachers in England also echoed this by looking forward to adopting more up-to-date methods. Therefore, teachers in both countries might move in the same direction, towards more variety and interactive methods. This suggests that teachers had similar perceptions regarding pedagogy, and which might be effective teaching methods for sex education. Wright (2009) reported the benefits of interactive methods used in sex education, it is clear that his argument was shared by teachers from both Taiwan and England.

Pupils' perceptions of pedagogy within sex education

Pupils in Taiwan perceived more variety of teaching/learning methods than pupils in England. It is noticeable that some methods were constantly adopted in both countries e.g. lecturing; however, if we couple this with the comparison between the four schools, the inconsistency between the two schools in England could be attributed to the significant differences addressed here. This echoes the above observation of teachers. Some of the methods could be less likely to be adopted in England or they could be seen as a result of the varying pedagogy among English schools. Emmerson (2009) also reported variations regarding many aspects of sex education, such as pedagogy and arrangement among schools in England.

Acceptance of current pedagogy

Teachers' perceptions regarding acceptance of current pedagogy

Teachers in different countries had very different perceptions regarding the acceptance of current methods. Teachers in Taiwan believed their methods were generally adequate with some seeing acceptance as not inherent in a method but in pupils' interests in sex education. They believed that pupils would accept any method used as long as the topics were about sex education.

Teachers in England were less aware of the extent to which their methods were accepted. Teachers were more concerned about the standard of their teaching. They believed the impact of their teaching varied by session but also that different teachers could teach the same concept with a totally different approach. They had little knowledge of which method they should adopt. This suggests a high level of confusion between teachers and coordinators. Teachers were given material for sex education beforehand, but no other guidance was given to help the implementation of it. This caused teachers' less positive reactions towards sex education, and some teachers even admit they would skim through materials it without any detailed preparation.

The distinction between teachers in Taiwan and England was strongly influenced by the design of sex education. The standard of delivering sex education

was a constant concern for teachers in Taiwan, but it was less noticed by teachers in England since they had limited involvement of its design.

Studies regarding this issue were limited in the current literature; Kehily (2002) investigated relevant responses from teachers' narratives. It was confirmed that teachers acknowledged the importance of their pedagogy in sex education sessions, but their awareness of pupils' acceptance of pedagogy was still unclear. It was noticeable that teachers in Kehily's study were from England. Coupling this with the findings in this study, it further demonstrated the differences between Taiwan and England.

Pupils' perceptions regarding improvements on current pedagogy

Pupils from both countries chose watching videos as their favourite method of learning; however there was a slight variation on the pattern of their ranking or preferred methods. This was coherent with the facilitating factor in sex education sessions identified by Buston et al. (2002). Students in Taiwan felt that watching videos led to a quieter learning situation, and they believed this could bring a more productive learning process. Therefore, we can conclude that this result not only showed pupils' preference but also their desire for positive learning; Emmerson (2009) also reported similar attitudes from pupils regarding characteristics of positive learning in SRE.

Pupils had different suggestions for teaching/learning methods in the two countries. Pupils in Taiwan wanted more experience based methods; they preferred their learning methods to be closer to their real world experience. On the other hand, pupils in England were more concerned about the competency of teachers rather than the teaching/learning methods. This indicated the inconsistency of delivering of sex education among English schools; pupils believed that more experienced teachers would be equipped with more efficient teaching methods. Although we would not be able to check this assumption from pupils, it is clear that they noticed a variation in the teaching of sex education based on experience with various teachers. This is consistent with findings regarding the varying experiences among pupils in Emmerson's (2009) study.

Assessment of sex education

Paper based examination was widely used in all subjects for evaluation including sex education in Taiwan; this was apparent in the review of assessment by Hsu (2002). Apart from this method, teachers admitted that they do not have any other method to evaluate pupils' learning.

Due to the practice of sex education being different; there was no rigorous summative assessment of sex education found in the English schools. There were only some types of formative assessment by peer groups or teachers and loose summative judgements.

The following table 9.3 provides a summary of discussion of this section.

Issues	Statement	Consistency / Contrast	Possible Explanation	External Validation
Teacher's preparation for teaching SE	Teachers had different level of preparation between Taiwan and England.	It is widely in agreement within Taiwan. Situation differs in England.	The framework of SE is different between Taiwan and England.	In agreement with Huang (2001) and Buston et al. (2002)
Pedagogy within SE	Pedagogy differs in different places, but Lecturing is the main method adopted in Taiwan.	Both pupils and teachers in Taiwan are in agreement. Teachers and pupils have different views on this.	The framework of SE is different between Taiwan and England. Personal preference of teachers.	In agreement with Chen & Lin (2006) on the pedagogy of SE in Taiwan.
Acceptance of current Pedagogy	Acceptance of current pedagogy differs between countries, but Watching DVD/Video is the most preferred method.	Wide agreement regarding favourite method among pupils. Teachers have different views on this between countries.	Watching DVD/Video can reduced interruption (focus groups with pupils)	In agreement with Buston et al. (2002)
Assessment of SE	Taiwanese schools use paper based examination widely used in assessing SE.	Wide agreement with this.	The origin of SE is different between Taiwan and England.	This reflects Hsu's (2002) work on the suggestion of assessment in SE

Table 9.3 Issues of teaching/learning methods within sex education

9.1.4 Training for teachers

Initial training for teachers

The difference between teachers' initial training was apparent between Taiwan and England. Taiwanese teachers were developed through a subject based training process; they would learn necessary skills and knowledge regarding specific subjects (Yen, 2004; Yeh, 2001). On the other hand, teachers in England had no sex education subject based training; their training was more in general education knowledge and skills (Sinkinson, 2009). Teachers in Taiwan regarded their initial training as being very helpful to them; it enabled them to feel comfortable to talk about sex related issues to pupils. It also gave them essential information for this subject. In contrast, English teachers stated that they had to '*learn by experience*'. This process would require teachers' own initiative, which was not consistent between teachers. This is consistent with the teachers' narrative from Kehily's (2002) study.

Sex education is a sensitive subject in all countries; the confidence of teachers is the key to ensure the quality of it, as many researchers suggested (Strange et al., 2006; Lawrence et al., 2000; Woodcock et al., 1992). This suggests a need for subject based training.

Ongoing training for teachers in sex education

There was ongoing training for sex education in both Taiwan and England, but the format and aims for these training opportunities were different. Teachers in Taiwan were very aware of ongoing training targeted at them; they also had opportunities to participate. In contrast teachers in England were less aware of training for sex education; they had little or no experience of any participation.

The focus of the training was different between Taiwan and England. Training in Taiwan was usually held as a conference, and it was targeted at teachers. It aimed to bring practical ideas and teaching methods for teachers to adopt in their teaching, and teachers usually find this helpful. On the other hand, training in England was usually held as a course, aimed at specific teachers who want to go through a particular career route. It generally took time and was devoted to a specific subject.

It aimed to develop participants' awareness of the issues and skills of managing the subject. Due to the nature of its aims; it did not usually involve any development of practical teaching skills, which teachers in England claimed they were lacking. (This is based on the claims made by teachers and coordinators in this study)

Ongoing training was rarely available to teachers in England; some in-school training was claimed to be provided by coordinators. However, this was not acknowledged by teachers. Corteen (2006) also reported a similar situation amongst her participating schools; this was seen as a significant challenge in many English schools.

Benefit of training

Due to the different arrangement the benefit of training was differently perceived by teachers. Teachers in Taiwan gained more practical information regarding their teaching of sex education from training, whilst participants in England saw the goal of training as building a network for them to cooperate with. Therefore, we can identify that there are benefits for teachers participating in training. However, different training can end up with different results. The more practical training offered in Taiwan helped teachers to use the materials in their teaching; whilst training in England helped participants to raise their awareness and tackle issues in broader scenarios.

Training, both initial and ongoing, can help teachers to develop their skills and knowledge for dealing with sex education. Various researchers also reported similar results to this, especially for sex education (e.g. Rolston et al., 2005; Buston et al., 2002; Woodcock et al., 1992; Lenderyou, 1991a). It is confirmed here by teachers in both Taiwan and England. However, the level of training received by teachers in England was considerably less than their counterparts in Taiwan. It may not be necessary for all teachers to receive relevant training, especially as the systems are different across these two countries. It may be difficult to have a subject based training within the system currently adopted in England. However the channel of information between trained personnel and untrained staff seems to be lacking; this can affect the standard/quality of sex education in England.

Another significant benefit for training was the collegiality stressed by Wight & Buston (2003). Teachers in Taiwan and coordinators in England also expressed similar views in this study. Combining this with the opportunity of receiving ongoing training was greater in Taiwan; the relationships between teachers in Taiwan were more likely to be stronger than those in England.

Based on the structure of teacher development being different between these two countries, I argue that different training opportunities should be provided regardless of teacher status and specialities. Wight & Buston (2003) suggested in-service training opportunities were beneficial, which was recognised by coordinators in this study. Therefore, my further argument is training can be provided and it could be a great opportunity for all teachers, especially those in England. Teachers' support for this was strongly voiced in this study.

The overall findings from this section are summarised in the following table.

Issues	Statement	Consistency / Contrast	Possible Explanation	External Validation
Initial training	Subject based training is needed in England.	Wide agreement with this.	Education policy regarding teacher development is different.	In agreement with Yen (2004) and Yeh (2001).
Ongoing Training	Ongoing training is provided, but the availability of this differs between Taiwan and England.	Wide agreement with this.	The framework of SE is different between Taiwan and England.	In agreement with Wu (1996) and Lin (1997). This also further strength the argument from Corteen (2006).
Benefit of training	Training can provide the opportunity to learn from each other and build strong network for SE.	Wide agreement with this.	Collegiality is a important factor for effective teaching in SE. (interviews)	In agreement with Wu (1996) and Wight & Buston (2003)

Table 9.4 Issues of training for teachers

9.1.5 Difficulties within sex education

Resources for sex education

Teachers' perceptions regarding resources of sex education

Teachers in Taiwan were more aware of different resources for sex education while teachers in England were less involved with planning of sex education; hence their knowledge of resources was limited. It was usually the coordinator in English schools who would have any knowledge of these resources. This was consistent with the investigation by Moseley & Barber (2009); the target group for resources information was usually the participants involved within SRE training courses. Coupling this with Sinkinson's (2009) investigation on initial training concerning sex education, most of these course participants would become the course leader/coordinators at school level. Therefore, the awareness of available resources among coordinators in English schools was clearly identified. The awareness of Taiwanese teachers and English coordinators were similar, but classroom teachers had less involvement in the planning of sex education and this signalled a gap of information between the coordinator and teachers in English schools, as previously argued.

Pupils' perceptions regarding resources for sex education

Choudhry et al. (2009) reported that many resources for sex education were available to young people. Pupils in this study were aware of various sources where they could gather resources of sex education. However, pupils in Taiwan showed more experience in doing so than their counterparts in England. This suggests that Taiwanese pupils were more informed about the relevance of sex education, and they were actively seeking information about it. This fits with my earlier argument that informed persons would have greater understanding of their needs.

It was also mentioned often by pupils in Taiwan that resources can be easily accessed on the internet, which was not clear to their English counterparts. This suggests that pupils in Taiwan would have more access to a wider range of resources. They also clearly identified processes for differentiating suitable resources and they

were more equipped with the knowledge of verifying resources. This indicated some fundamental differences regarding pupils in Taiwan and England; pupils in Taiwan were more comfortable to explore sex education issues in their lives and in their own time.

Accessibility of resources for sex education

The accessibility of resources for sex education was good in both countries, but the pattern of using them was different. Teachers in Taiwan were more willing to use free resources whilst coordinators in England were more open to use any possible resources whether chargeable or not.

Noticeably, the provenance of these resources differed. It was common for teachers in Taiwan to gather resources themselves. Resources in England were more commercialised, companies would approach relevant staff in a school in order to sell materials. Since coordinators in English schools were more willing to try anything they deemed suitable for them; they would inevitably choose some commercial products. This facilitates the process of commerce within the education sector. On the other hand, the reluctance of using chargeable resources among Taiwanese teachers would make the same situation unlikely in Taiwan.

Overall, resources play a very important part in sex education. As many researchers identify, these resources can be of great assistance to the delivery of sex education, as long as they are adequately utilised by teachers. It is also noticeable that outside organisations/groups can be a great help alongside current teaching (Woodcock et al., 1992; Buston et al., 2002). However, pupils' ability to differentiate resources was an area of concern as Somers & Surmann (2005) suggested.

Practical considerations in teaching sex education

Teachers in each school faced different difficulties in their teaching of sex education, but the lack of time for sex education was a common challenge. While there was a more structured timetable for sex education in Taiwan, teachers still felt they would prefer more time to develop this subject. Some teachers in Taiwan stated that the time for sex education is enough, but a more continuous 'themed' timetable

would be beneficial. It was also mentioned by teachers in England that time for sex education was often squeezed but this varied from school to school. In this study, there were two different approaches but teachers from both schools claimed more time for sex education was needed.

It is impossible to define what sufficient time is for sex education; especially as it is a discreet subject in England. Teachers still felt they could have more regardless of its arrangement. There were also some localised issues raised by teachers, which reflected specific challenges for individual schools. For example, the involvement of parents was mentioned by teachers/coordinators in three schools. As Somers & Surmann (2005) suggested, the impact on sex education from parents had considerable significance; especially as a lot of information was gained through this channel prior to institutional schooling. Braeken & Cardinal (2008) advocated that comprehensive sex education is a way to progress forward. It is surprising to see this starting to take root in some teachers' perceptions, as I argue that sex education should adopt a comprehensive approach involving community and wider locality.

One of the difficulties mentioned by teachers in England was the size of sex education groups/classes being too large. Several researchers (Hilton, 2001; Buston et al., 2002) suggested small groups would reduce pupils' discomfort and facilitate the delivery of sex education. This is validated here by teachers' responses, particularly among the schools in England. However, the group size was noticeably bigger in Taiwan; but there was no such feedback received from teachers there. This is an interesting contrast, as teachers in Taiwan seem to have overcome this proposed potential obstacle. Or, simply, they have not perceived any problems at all in the way they deliver sex education. This can be explained in two ways, firstly, teachers in Taiwan are accustomed to teaching larger groups – therefore, their skills for handling group size may be more developed. As Buston et al. (2002) suggested, discipline is one of the main factors for effective sex education sessions. Hence, this suggests the control of the sex education delivery environment was somehow more effective among teachers in Taiwan. Secondly, as discussed in the previous section, lecturing was the main method employed by Taiwanese teachers. The nature of this pedagogy would enable them to deliver content to a larger audience group.

Perception regarding allotted time for sex education

Pupils from both countries perceived the lack of time for sex education. Pupils in Taiwan had experience of sex education on a regular basis; therefore their perceptions regarding this were more towards the execution of sex education, and they wanted to eliminate the (time) gaps between sex education sessions. A continuous timetable for sex education was suggested. This finding converged with the views of teachers. On the other hand, pupils in England felt there was simply not enough time. This suggested that more time should be given for sex education. Overall, both teachers and pupils in this study felt the arrangement of time was somehow inadequate although in different ways.

Support for sex education

Support for sex education was a confusing issue for teachers. For example, teachers in Taiwan had limited material support from school but this also ensured their autonomy of teaching sex education. It was a similar situation in schools in England, they had funding and some material support from the school, but the status within school for sex education was unclear. Sex education is a government-led curriculum in both Taiwan and England, but the support from the government is not clearly perceived by teachers. However, the in-school support between staff was high except in E2. The feedback from teachers and the coordinator was not consistent in this school. This further supports my speculation of E2 as being an extreme example in my study.

Overall discussions in this section are summarised in the following table.

Issues	Statement	Consistency / Contrast	Possible Explanation	External Validation
Resources for SE	Resources for SE are widely acknowledged.	Wide agreement with this.	SE is a widely recognised and Government led curriculum.	In agreement with Yen et al. (2003)
Accessibility of Resources	Resources for SE are easily accessible.	Wide agreement with this.	SE is a government led curriculum. Popularity of commerce within the education sector. (interviews)	The recognition of outside organisations is in agreement with Buston et al (2002).
Practical considerations	Teachers' sense of control can reduce difficulties in SE	Different localised issues, perceived difficulties differ between countries.	The level of confidence among teachers varies. Different locality caused difference in difficulty. (interviews)	In agreement with Hilton (2001) and Buston et al (2002)
Allotted time for SE	More time for SE is needed.	In wide agreement with this. However, this claim is stronger in England,	The design of SE is different. The recognition of SE as a distinguished curriculum is not clear. (focus groups)	This reflects the finding of Green's (1994), and offers further evidence to that of Corteen's (2006) work from a different angle
Support for SE	Support for SE differs in schools.	Confusion among support for SE is observed.	Different schools ethos regarding SE.	This is in agreement with Hilton (2001) on the support for SE, and it also echoes the different school policy of SE observed by Corteen (2006).

Table 9.5 Issues of difficulties within sex education

9.1.6 Policy, suggestions and expectations

Teachers' views of current policies

Teachers in both Taiwanese schools and E1 perceived policy as a backup and as helping in their implementation of sex education. Teachers in Taiwan considered the policy as unrealistic in certain areas; but they could identify the detail of the current policy which showed their understanding of it. On the other hand, sex education

policy in England was loosely perceived by teachers, they could not clearly identify it. A cause of this could be seen in their view that policy '*keeps changing*', and this made it harder for them to follow. They also stated the policy did not explain how to deliver sex education.

It is interesting to see the diverse reaction regarding policy, because it is similar in many respects in Taiwan and England. The policy in both is guideline based; none of these guidelines actually specify any practical issues/delivery methods. However, none of the Taiwanese teachers felt frustration about the policy being guideline-based and objective orientated. This suggests the background knowledge and understanding of the design of sex education is different between teachers in these two countries. And that lack of awareness is a problem in England.

Policies concerning sex education were clearly shaped in very different ways in Taiwan and England. Debates regarding policies in England have been ongoing. Blake's (2008) argument concerning the gap in policy is an explicit example. Observations from Pilcher (2005) also reflected the constant change in terms of policy. However, the dissemination of policies was unclear in England. It is significant to note that coordinators in the two English schools had a much higher awareness of sexual policies than teachers/tutors. The varying factors between coordinators and teachers were that of training. Sinkinson (2009) argued the benefit of training is to shape participants' (teachers/coordinators) awareness of sexual issues and policies in England. Yen (2004) also identified training provided in Taiwan is a significant vehicle for policy dissemination. Therefore, the different route of policy dissemination was influenced by the provision of different training.

Sex education policies in England were not clearly understood, especially among teachers and tutors in schools. Therefore, the understanding and conceptualisation of sex education varied across schools and individuals. On the other hand, the dissemination of policies was clear in Taiwan. Sex education scholars in Taiwan informed the policy making procedure; this could be seen in Yen et al.'s (2002a; 2002b) studies. The practice of using academic research to devise policies was a significant trait found there. Teachers of sex education received subject-based training throughout their career; this training was developed by the sex education

scholars mentioned earlier. Policies in Taiwan were disseminated through varying channels, however, its core contents and ideologies remained consistent throughout.

The different responses between the two countries reflected the route of policy dissemination being different in the two countries. The difference regarding awareness of sexual policies and ideologies further demonstrated the different structures adopted in Taiwan and England.

Teachers' views on textbooks

Textbooks were used in both Taiwanese schools, although differences among them were identified by teachers. This led to a more consistent approach. It was rare for English schools to use textbooks in sex education. Topics and information regarding sex education were usually selected by the coordinator in English schools; this could be beneficial in certain ways; it would allow schools to develop their own specialised sex education curriculum, which would be focused more locally. However, this would require greater understanding and pre-assessment of the needs of pupils.

The role of textbooks represented a significant role in both policy dissemination and sexuality developing in Taiwan. Uniformity regarding contents within textbooks in Taiwan was recognised by Lin & Lee (2008), the role of institutional learning for sexuality development was also confirmed by many writers such as Gabb (2004). Therefore, the prevailing use of textbooks in Taiwan indicates the uniformity regarding opinions on sexuality significantly. This echoed Lin's (2005) argument that sexuality in Chinese society (Taiwan) was a political and social consensus, although this consensus was under the influence of the consistency among many intermediating roles such as academic scholars, policy makers and teachers.

The rare use of textbooks and the varying contents chosen for sex education in England represented a different structure. Sexuality development and sexual policies were localised and individualised issues. Although the role of school education is still significant, other factors such as parents (Suter, 2009; Walker, 2006) were also noted. Lewis & Knijn (2003) also reported the different perceptions regarding policies and sexuality in a study to compare contents of sex education between England and the

Netherlands. They argued that the involvement of other parties such as community members and parents were significant to the success of sex education programmes in the Netherlands. Therefore, we can conclude that the different structure between Taiwan and England demonstrated the different social conduct and conceptualisation of sexuality. It also indicated the possible explanation for the different perceptions observed in this study.

Suggestions for sex education

Teachers' views on improvements

Some similar suggestions were found between schools. For example, the need for future involvement of parents was mentioned by several participants. They believed that issues of sex education should be handled not only by the school but also families as well. Although the practice of sex education was different between these two countries, the target of sex education should be the same for all programmes worldwide. Some problems for sex education could be localised but there would be some general issues for all countries.

Pupils' expectations and their views on improving sex education

Pupils' expectations of sex education were strongly linked with their need for sex education. Therefore, pupils in Taiwan would expect to have more topics and new information in future sex education, whilst their counterparts in England would simply want to have more sessions of sex education.

Expectations from Taiwanese pupils reflected their greater recognition of sex education. Hence it was suggested that the delivering of sex education not only enhanced their understanding of relevant topics but also their needs for more. On the other hand, pupils in England could not easily identify any possible contents of sex education. Therefore, their expectation for sex education was simply to add more sessions.

Haste (2009) argued the inadequate practice of sex education in England resulted in pupils' low expectations regarding sex education. Coupling this with the findings from this study, it was clear that students would develop their understanding

of sexuality through sex education. It not only echoed the benefit of comprehensive sex education advocated by Kirby (2006) and Constantine et al. (2007), but also the pupils' entitlement (needs) for sex education argued by Blake (2008).

The following table 9.6 provides a summary of this section of discussion.

Issues	Statement	Consistency / Contrast	Possible Explanation	External Validation
Views on Policies of SE	Policies of SE are regarded as for reference only.	Wide agreement with this.	SE is a widely recognised and Government led curriculum.	In agreement with Yen et al. (2003)
Utilisation of textbooks	Textbooks are widely used in Taiwan, but not in England.	Participants in Taiwan all agree with this. Participants in England were different on this between schools.	The tradition of using textbooks in Taiwan and the uniformity in their contents. (literature reviews) The design of SE is different between schools in England.	In agreement with Lin & Lee (2008) in the use of textbooks in Taiwan, it is also reflects the different policies among schools in England from Corteen (2006).
Suggestions for improvement in SE	More SE is needed for pupils, and involvement of communities and family is also important.	Wide agreement with this.	SE is an important issue acknowledged by both teachers and pupils. More involvement from parents and communities will enhance the effectiveness of SE. (interviews)	In agreement with Halstead & Reiss's (2003) aims for SE. This also provides future element to the argument of Comprehensive SE made by Constantine et al. (2007)

Table 9.6 Issues of views on of sex education policy and expectations

9.2 Modelling the data

A framework (page 99) guided the process of this study and provided essential perspectives and focuses. However, there was a refining and reconsidering of the original framework during the research. There were two reasons for this. Firstly, there were factors which were not expected. For example, the parental withdrawal right of sex education was a more important factor than I initially anticipated, and concerns over disapproval of parents on sex education were also raised. Secondly, there were factors which were initially proposed, but were not to be so important in practice. For example, there was a clear link between the publishers (of textbooks)

and sex education in Taiwan. This was not the case in England as the coordinator was the selector and designer of materials in a way I had not anticipated.

Although I could refine my original framework to describe the four schools in this study, this would still force the data into a preconceived pattern. A more grounded explanatory model was needed for this purpose. The grounded theory model purposed by Glaser & Strauss (1967), offered a key to unlocking the findings as it made me look afresh at the data and the relationships between factors. I want to make it clear that I was not re-inventing this study as a grounded theory approach but I did find Glaser & Strauss (1967), useful for considering the modelling of data. The key in their approach was defining the phenomena, for example the phenomena could be conceptualised according to school, to gender or to role i.e. teachers' and pupils' experiences. In the end, I felt that there were two striking aspects to the study and there were two types of sex education: Consistent sex education (Taiwan) and Variable sex education (England).

I developed an explanatory model to demonstrate these two phenomena adapted from Strauss and Corbin. As recommended, this required constant checking and rechecking of data in which the tables shown earlier were very useful.

9.2.1 The construction of the explanatory model

An explanatory model to explain the two distinctive phenomena in this study was developed (figure 9.1). There were three stages in developing this model. These concerned causes, observed phenomena and consequences. Causes were also divided into two sub-categories: outer-institutional and institutional. The causes were culturally and locally sensitive, therefore any wider explanatory potential should be considered with caution. Constant checking with the summaries in the previous section provided the basis for the model. First the factors within the model are explained. The factors apply to both phenomena.

Observed phenomena

There were two key phenomena in this study, the consistent sex education represented the phenomenon in Taiwan, and the variable sex education represented

England. These two phenomena refer to tables (issues of Sex Education table 9.1 to 9.6) in the previous section. The phenomena could be seen through four key aspects, as follows:

- The design of sex education - strict and almost identical designs in Taiwanese schools, and various designs adopted in English schools.
- Contents of sex education - wide range of topics and similar textbooks were used in Taiwanese schools; different chosen topics and rare use of textbooks were common in English schools.
- Effectiveness of sex education - high recognition of sex education and satisfaction in Taiwanese schools, and various levels of recognition and satisfaction among pupils in England.
- Allotted time for sex education - structure timetables for sex education in Taiwan, and different time arrangement for SRE in England.

Causes

Outer-institutional causes

These causes were generated outside the school and concern policy makers and social context as follows:

Policy makers

Policy regarding sex education is influential in both countries. The recognition of sex education as a curriculum was shared in both countries, but policy in Taiwan led to a uniformity of sex education whilst it created diversity of sex education in England. Policies can explain contrasts within the phenomena (see table 9.1).

Social context

This is a broader issue and covers:

- **Resources**

Textbooks play a key role in Taiwan, but not in England, and contributed to the consistency in term of contents and teaching. The utilisation of resources explained the different experiences of sex education; this directly influenced the consequences. For example, the repetitive nature of textbook approach led to some pupils' dissatisfaction, the over reliance on the coordinator in England was also significant.

- **Social networks**

Social networks among teachers/coordinators contributed to the ways in which sex education was delivered. There were strong social network between teachers in Taiwan, and this helped explain the consistency of teaching. The networks between teachers in England were perhaps weaker; this may influence the variable.

- **Organisations**

Organisations provided assistance for sex education. This can be seen from two different angles. The first was to see organisations as a provider of resources for sex education. The second was as an intervention in sex education. For example, the use of SHADOW to deliver sex education directly influenced sex education in E1. Again outside intervention was more consistent in Taiwan while there was more variation between schools in England.

- **Parent(s)/ Family**

Parents' view on sex education also contributed to the phenomena. For example the incident which happened in T2 (parents' dispute on contents of sex education, see page 123-124) caused modifications of sex education

even if the consistency of sex education was still unshaken (i.e. the topic in question remained on the syllabus). The exercise of the right to withdraw a child from sex education can prevent the learning in sex education in England. The effectiveness of sex education could depend on the involvement and support of parents.

Institutional causes

These causes were generated within the school, they can be categorised into two groups: interpersonal and intrapersonal as follows:

Interpersonal

- **Governors/Coordinators**

The stance of governors contributed to the nature of sex education. In Taiwan they did not take an explicit stance and sex education was delivered with minimum interference. In contrast the teaching of sex education was at the discretion of the school's governors in England. In addition the coordinators of SRE were an important influence in England and both factors led to more local variation.

Intrapersonal

- **Age/ Gender**

Gender appeared as influential though there was no conclusive view over the creation of single or mixed sex education groups, but the classroom was affected by gender. Gender was a factor in attitudes to sex education. Maturity was another factor interlaced with gender; and was seen as directly influencing behavioural patterns and perceptions.

Factors between Interpersonal and Intrapersonal

These factors concerned the teachers and pupils themselves:

- **Teachers/Tutors**

Teachers' influence on sex education was undeniable, because it was the channels through which sex education was delivered. One key variable here was the capability/confidence of teachers. Teachers believed that their confidence and knowledge of sex education would influence the quality of sex education. This was also supported by pupils. Capability/confidence clearly interacted with the outer-institutional factors. For example, the provision of training impacted on teachers' knowledge and confidence in teaching sex education.

- **Pupils**

The role of pupils in sex education was clear as they are the primary recipients of sex education. The phenomena of sex education would only take place when pupils were present. Pupils are described here as knowledgeable about sex education and supporting its inclusion, however the curriculum difference between schools and genders were discussed.

Consequences

Different phenomena could result in three different consequences:

- **The learning of sex education**

The different objectives and possible outcomes of learning were seen in the study.

- **Perceptions of sex education**

In Taiwan there were more homogenous perceptions and a greater knowledge and appreciation than in England.

- **Needs for sex education**

A more consistent view of needs and more knowledge of needs were seen in the two Taiwanese schools.

Explanatory Model of Sex Education

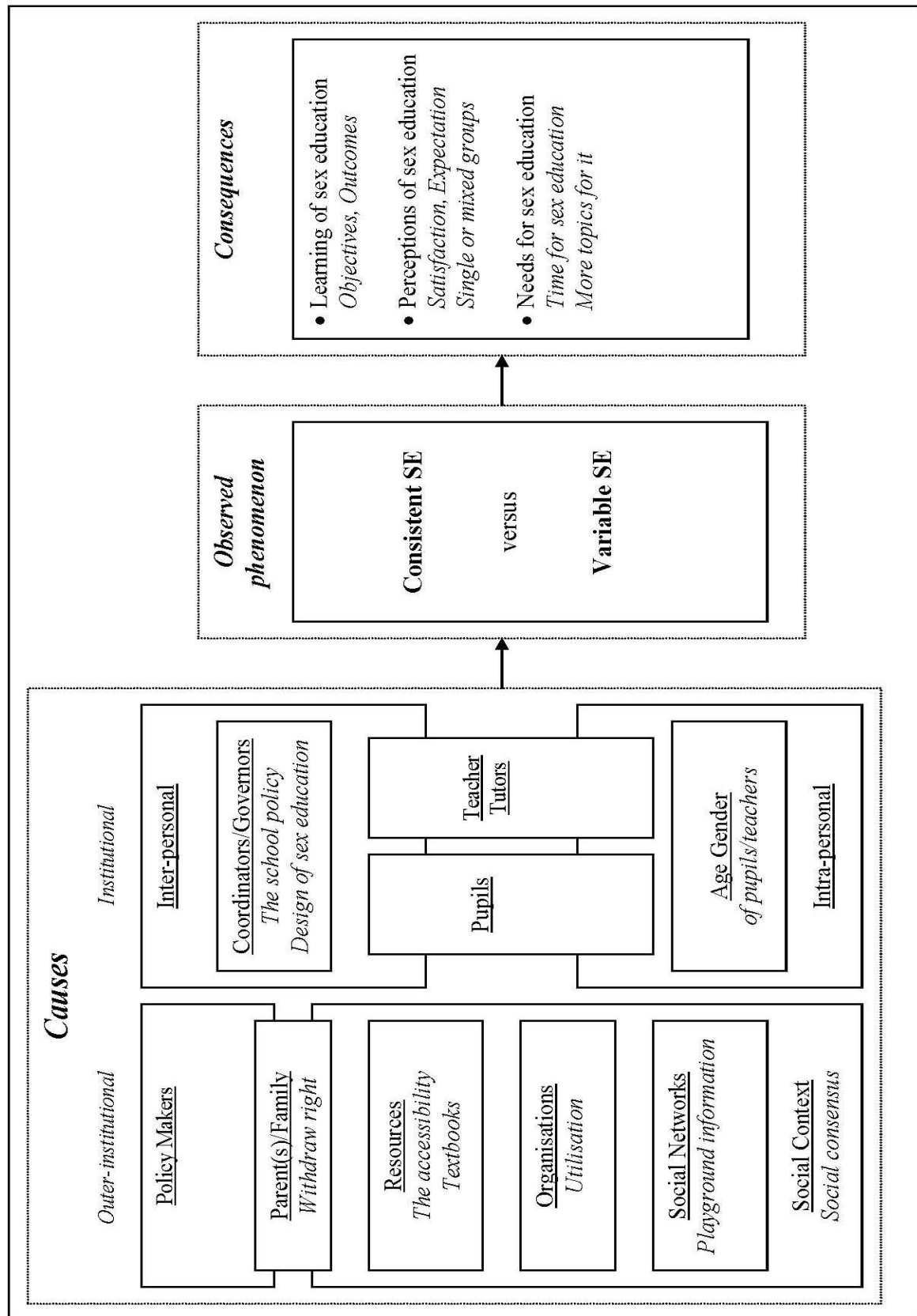


Figure 9.1 Explanatory model of sex education

Exemplification of the explanatory model

Consistent phenomenon- sex education in the two schools in Taiwan

The consistent phenomenon in Taiwan can be seen in several key features, they are as follows:

- Very similar perceptions regarding sex education (see Table 9.1)
- Very similar topics within sex education (see Table 9.2)
- Lecture-centred pedagogy within sex education (see Table 9.3)
- Both initial and ongoing training was provided for teachers (see Table 9.4)
- Structured timetable for sex education (see Table 9.5)
- Standardised textbooks are widely used (see Table 9.6)
- Top-down sex education policy (see Table 9.6)

This phenomenon was influenced by all the causes illustrated in the model: top-down sex education policy; expert-led of sex education; textbooks and organisations followed policies faithfully. It was further influenced by the familiarisation with policies during the teacher training processes; teachers reinforced the top-down approach.

Variable phenomenon- sex and relationships education in the two schools in England

The variable phenomenon in England can be summarised into several key features, they are as follows:

- Variable perceptions regarding sex education (see Table 9.1)
- Different topics chosen within sex education (see Table 9.2)
- Different pedagogy adopted within sex education (see Table 9.3)
- Training was lacking for teachers (see Table 9.4)
- Spontaneous timetable for sex education (see Table 9.5)
- Various self-developed material were used (see Table 9.6)
- School based sex education policy (see Table 9.6)

Factors in this phenomenon are discretion over sex education and the role of school governors; the variation in text books and the role of the coordinator and reduced levels of training and preparation.

9.2.2 Revisiting the framework

After producing the explanatory model I revisited the framework for research as shown in chapter V. The purpose for this was to inform researchers seeking to develop further work in this field could benefit from the modifications for the original framework. These are explained below:

The link between government legislation and parents/family

This link was suggested originally by the review of studies in England. It is clear that the withdrawal right of sex education was key issue here, especially in England.

Organisations/Publishers as facilitators for sex education and its policy

The role of organisations and publishers are different, but the evidence suggested that they can both been seen as facilitators for sex education and its policy. Organisations can directly influence the practice of sex education or even become the embodiment of sex education. Publishers can also directly influence the contents of sex education. In Taiwan, the faithfulness of textbook contents to education policy was noticeable. Therefore, the link of this can be seen as an indirect form of control from policy makers to sex education, especially in Taiwan. Due to the infrequent use of textbooks in schools in England, this link was not clear. The relationship between Coordinators/Governors and Organisations/Publishers was reconsidered here and the link between them was removed from the framework.

The conflicting role of parents/family

The role of parent(s)/family can be that of facilitating in sex education. The argument of broader involvement in sex education was conclusive for this. On the other hand, parents may prevent sex education from happening. The withdrawal right in England can be seen as the main evidence of this relationship. Hence the link between parents and (the learning of) sex education was established. Pupils said they discussed sex education with parents therefore the direct link was established between them.

The influential role of Parents/Family upon governors and teachers was also suggested by the incident in T2. However, the evidence was only gathered from one school. Hence, these links were proposed as tentative.

The role of resources and friends

Relevant resources and friends were identified as possible sources of information regarding sex education. This was perceived by pupils, although the reliance on these sources was different among pupils. The intrapersonal process (internalising) was not clear as some pupils showed consideration for verifying them and others did not. The possibility of these relationships were still clearly identified by pupils and occasionally suggested by teachers.

The ambiguous role of governors/coordinators

The role of governors/coordinators was ambiguous. Governors in Taiwanese did not interfere with teachers and the delivery of sex education; therefore the supportive (in some teachers' view, the non-interfere was regarded as supportive) relationship was tentatively established. On the other hand, the role of governors/coordinators was influential among the two schools in England; However, the information gap between coordinators and teachers in the two schools in England was clearly noted, hence, the relationship (channel) was not clear on this point.

Overall, the relationships between these factors were clear in some perspectives, but its influence on the teachers and the phenomenon were not identified in all schools. Therefore, tentative links were proposed between them.

The reconsideration of teachers/tutors as educators of sex education

In the original conceptualised framework, teachers were primarily regarded as a vessel for delivering sex education, this was confirmed. However, the evidence suggested that there were other sources as well (e.g. the role of outside speaker as a direct educator for sex education). The influence of a teachers' confidence and capability was further strengthened this relationship.

The influential role from intra-personal factors

These factors were firstly identified by the inclusion of the Health Belief Model. In this study both age and gender seemed important and the relationship of age/gender to pupils' perceptions and learning was strongly supported.

The reconsideration of consequences of sex education

It was originally suggested that sex education would ultimately influence at a behavioural level, however the evidence of this study did not support this view. Evidence suggested that sex education would trigger consequences at three levels: Learning/Perceptions/Needs of sex education as discussed earlier.

The reworked model is presented below (next page):

9.2.3 The explanatory model and the framework

The purpose of presenting two structures in this chapter was to illustrate different means of viewing the results of this study. The explanatory model (figure 9.1) shows a more bottom up approach arriving at a holistic explanation of the phenomena observed in this study. The reworked framework (figure 9.2) shows how an original framework was refined during the course of the study. The contrast arises of working within different paradigms. Not surprisingly there are many similarities between the explanatory model and the reworked framework, but they might appeal to a different audience. For example, a more exploratory mind would gain more insights from the explanatory model whereas a positivist would benefit from the refining processes between the two frameworks (figure 5.1; figure 9.2).

Re-conceptualised Framework for Sex Education

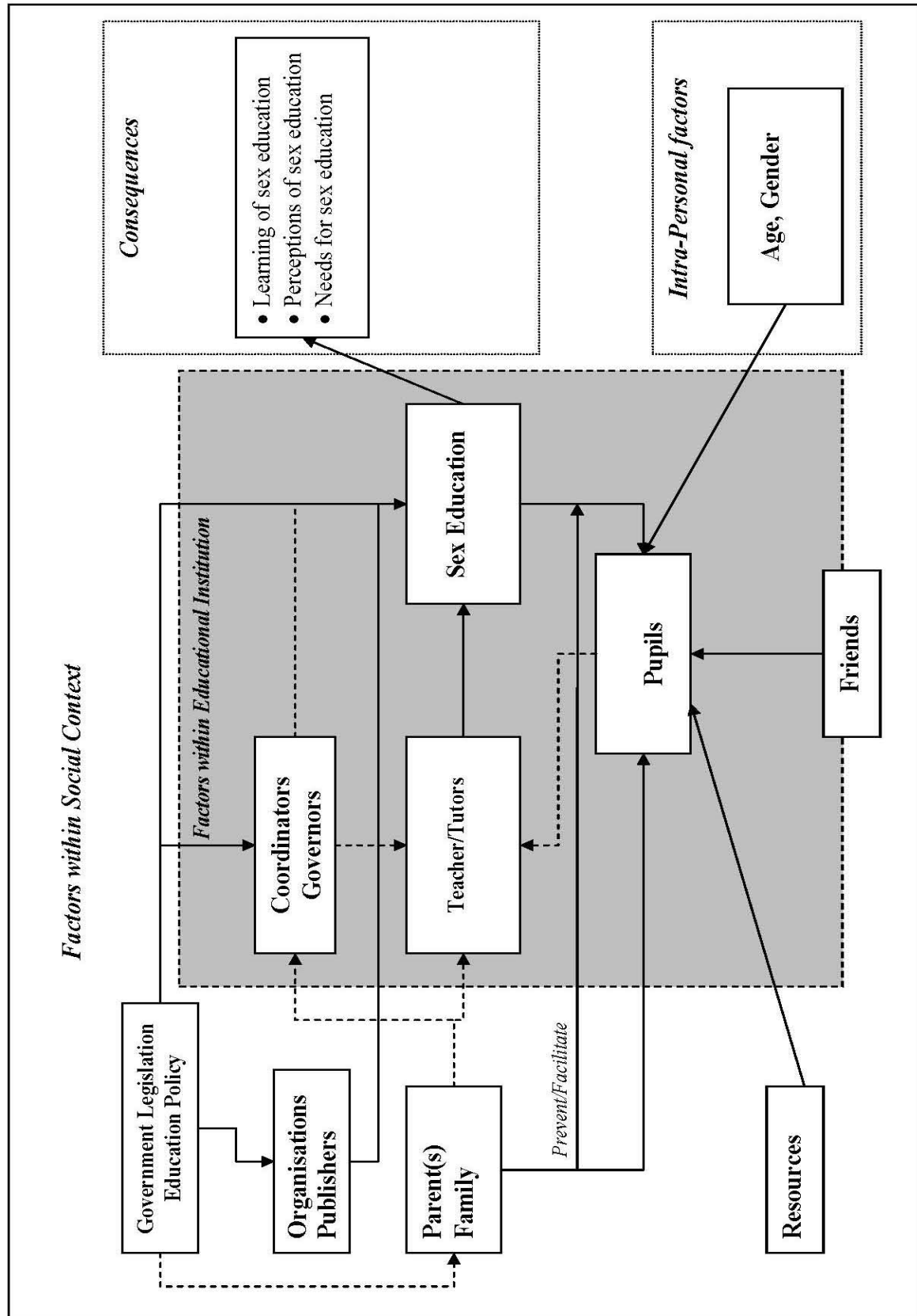


Figure 9.2 Re-conceptualised framework for sex education

9.3 A final view on sex education in Taiwan and England

Throughout the previous sections of viewing sex education in Taiwan and England, a fundamental issue regarding the difference among these two had become apparent. The difference between Taiwan and England and its causes must be clearly defined. This was partially explained through the micro view from the explanatory model; however a conclusive view would illustrate this further.

The overview of sex education in Taiwan was identified as an 'Expert-led' approach. From the origins to practice of sex education, they all represented a highly uniform trend. The ideology of sex education was advocated by a group of 'experts', and 'experts' also had their control over policies and the curriculum. It was noticed that the 'expert-led' approach also implemented in the teacher-development level. Therefore, the holistic view on the phenomenon in Taiwan can be summarised as 'expert-led'.

On the other hand, the overall phenomenon in England was complex. The 'confusion' among people who were involved in sex education was apparent. The social consensus regarding sex education was not achieved, the temporary reconciliation was the direction given to schools. This did not solve the confusion, but made the 'confusion' more unpredictable. Although attempts were suggested by the government guidelines, the observed phenomenon still suggested the existence of 'confusion' among schools. Therefore, the overview of sex education can be seen as a 'confusion' approach, the diversity among schools strongly support the 'confusion'.

As previously discussed, this study can only demonstrate the differences and their potential causal relationships. The belief of the existence of a definite model is fundamentally biased. The only conclusion could be achieved is that the different approach was found between these two countries, and these approaches influence sex education greatly.

Throughout the study, several features of sex education were identified; all of them influenced many aspects of sex education. Therefore, they could be seen as a final summary of phenomena in this study. It is also important to bear these features

in mind that they not only contribute to many perspectives of sex education independently; they also interact and influence some aspects jointly.

Country Feature of SE	Taiwan <i>Expert-led</i>	England <i>Confusion</i>	Source of Evidence
Policy of SE	A Top-down approach. SE is rooted in Health Education.	Flexible approach- a mixture of top-down/bottom-up. SRE is strongly associated with PSHE.	Literature Reviews Interviews from teachers/coordinators
Status of SE in Schools	SE is widely regarded as a set curriculum.	SRE is under governors' discretion.	Literature Reviews Interviews from teachers/coordinators
Delivery of SE	A strict timetable is adopted nationwide. Highly standardised.	Various design of the delivery of SRE.	Literature Reviews Interviews from teachers/coordinators and pupils Survey
Provision of Training	Training in teachers' development stages and throughout teaching career.	Training for coordinators and dedicated teachers	Literature Reviews Interviews from teachers/coordinators Survey
Use of Textbooks	Standardised textbooks in all schools	Occasional use	Literature Reviews Interviews from teachers/coordinators
Role of Coordinators	Teachers plan and teach SE lessons.	Coordinators plan SRE lessons. Tutors follow the lesson plan.	Interviews from teachers/coordinators
Mixed Gender Groups	All SE lessons are mixed groups. A gender difference is noted but not significant.	Most SRE lessons are mixed groups. Gender differences are noted and treated with great concern.	Literature Reviews Interviews from teachers/coordinators and pupils Survey

Table 9.7 Feature of sex education

9.4 Conclusion

The discussion of various aspects of sex education from teachers and pupils in Taiwan and England, there were several apparent arguments raised. I have summarised my key findings/arguments as follows,

1. **Sex education is designed and implemented differently between Taiwan and England; the national stance for sex education in these countries influenced their outcome of sex education significantly in many aspects.**

Sex education was taught within these two specific schools in England to some degree whilst it is highly probable that sex education is comprehensively taught nationwide in Taiwan. However, the variance between practices in England had more noticeable impacts as opposed to their counterparts in Taiwan. For example, the gap between implementation and planning is strongly suspected as the cause of teachers' uneasiness of teaching sex education in England

2. **More information provided in sex education could not only result in better informed and more well-equipped pupils, but also could trigger the developing of their need for it.**

Pupils in Taiwan were provided with more information regarding sex education; therefore they can easily identify their needs. On the contrary, pupils in England were unable to identify their needs; their concept with regard to sex education is arguably underdeveloped.

3. **Although practice may be different between countries; the ultimate outcome is still achievable regardless of structure.**

Different structures and practice can cause great difference as stated in my first argument, but the objectives of sex education are still achievable. With careful consideration, the delivery of sex education can still be proven effective. E.g. some aspects of teaching in E1.

4. Gender differences greatly influence pupils' perceptions/behaviour in sex education regardless of their cultural/ethnic background.

Pupils of different gender behave differently, and this is significant in both countries. Therefore, this strongly suggests that this difference may exist in a wider context.

5. As long as the needs of different genders are considered, the practice itself (single or mixed-gender groups) could have very little impact on pupils' perceptions of sex education.

This is suggested by the evidence from Taiwanese pupils. Although the gender difference was noted in Taiwan, it is not perceived as a problematic as in England.

6. The different process of teacher development has a fundamental impact on their implementers.

Different structure of teacher development was noticed between Taiwan and England. A great deal of stress from teachers in England was significant; this suggests this difference of teacher development may be attributed to some practical difficulties encountered by teachers. Therefore, it is strongly suggested by teachers that training should be provided – this could be a great (developing) opportunity for all teachers.

7. Sex education should not only be treated as a learning subject; a comprehensive approach should be adopted by the involvement of community and locality to its outmost boundaries

There were several factors that could influence the effectiveness of sex education; it is clear that sex education should be designed within a wider context. For example, involving parents was mentioned by several teachers which can be seen as evidence for widening the considerations of sex education.

8. Problematic situations can be resolved by changing the methods used in sex education sessions.

Group size was perceived as an issue in England; however, it is not perceived as such in Taiwan. This suggests that problematic situations can be perceived differently and it is possible to solve this by the changing of context of sex education; although this could interact with the argument regarding teacher development (confidence).

9. Allotted time and its arrangement for sex education is a concern for all participants

Time constraints for sex education were mentioned by participants (teachers and pupils) across schools and countries. This suggests that allotted time for sex education was a big concern among all schools in this study and it could be, as such, in many other schools. Noticeably, pupils' needs for sex education were greatly influenced by the approach adopted in individual countries/schools. Their feedback/needs expressed here clearly interact with my argument of different practices among these schools/nations.

10. Sex education is fundamentally moving towards the same direction in these two countries irregardless to the difference of their practices

Pupils' and teachers' visions for sex education were fundamentally similar in all schools in this study. This suggests that effective and enjoyable sex education is expected by many pupils, and teachers are working to achieve this.

These arguments not only indicate the differences between Taiwan and England, they also provide some insight for the nature of sex education. With the understanding of many possible ways of implementing sex education, it is possible to re-conceptualise the sex education that we currently have. There is no definitive answer for 'better' sex education programmes, but it is possible to improve in many ways as these arguments suggested.

Subsequently, the explanatory model and the re-conceptualised framework for sex education demonstrated not only the evidence from different approaches; they

also represented the methodological struggle in this study. The framework for sex education represented the quantitative paradigm, and the re-conceptualising process identified the original theoretical informed then the adjustment of the initial theoretical hypothesis. On the other hand, the explanatory model for sex education represented the characteristics of qualitative paradigm. It demonstrated a more naive initial position for this study, however this is partially inadequate to describe this study as theoretical hypothesis was adopted prior to the data collection. The inclusion of both of these approaches showed that evidence could be seen through different angles. This represented the mixed-method approach for this study and the methodological struggle for this.

With the view from these angles, the phenomena observed in this study became more apparent. The conclusion for this was to identify the two countries from a comprehensive perspective. Expert-led (Consistent) and confusion (Variable) model were clear themes for sex education Taiwan and England. This helped to conclude the arguments raised previously, these conclusive labels also explained issues observed in this study.

Chapter X Conclusion, Limitations and Implications

10.0 Introduction

This chapter will firstly review all previous chapters. It will be followed by discussion of strengths, limitations and implications of this study. Subsequently, I will reflect on the journey of this study personally and academically. Overall, this chapter summarises my study, and throws light on further opportunity.

10.1 A review of the outlines of the thesis

Theories and approaches of sex education were discussed in Chapter II. Through the review, I established a foundation for further understanding of sex education in different countries. With the brief history and exploring of practice in Chapter III and Chapter IV, it became apparent that each country in this study had different approaches regarding their design of sex education. Combining these three chapters, it was particularly interesting to notice how different theoretical assumptions informed practice.

Chapter V illustrated the methodological difficulties in the study. Strengths and weaknesses of possible approaches were discussed; the conclusion was to adopt a mixed method approach within a dominant comparative approach. I defined the multi-scenario approach and concluded the mixed-method was the most appropriate for this study. The adoption of other methodological approaches was considered, but rejected. Methods used in this study were survey, focus groups and interviews. Treatments of data including statistical methods and the considerations for reaching judgements/explanations were also illustrated in this chapter. Null hypothesis for this study was also explained in this chapter.

The presentation and comparison were covered from Chapter VI to Chapter VIII. The null hypotheses were rejected on some grounds. Several significant associations were described in these chapters. A more critical and analytical view of the findings was given in Chapter IX drawing on previous chapters. Explanations and comparisons with wider literature were summarised in the first section of this chapter, this provided further validation and interpretation of evidences gathered in this study.

The re-conceptualised framework for sex education was achieved in the end of this chapter. An explanatory model was also developed in this chapter to echo the methodological considerations for different paradigms discussed in Chapter V. This also echoed with the mixed methods nature of this study, the attempt was achieved to represent a balanced view. To summarise the findings for this study, a final conclusion was made to describe the overall model found in these two countries. Expert-led and confusion model were established to conclude many of the findings and identified the differences between them. This was further presented along the summary of key feature of sex education found through this inquiry.

These chapters show a journey in the process of construction and understanding of sex education. To sum up, it was a process from construction to the ultimate reconstruction.

10.2 Strengths of this study

There were several strengths in this study; they were the consequence from the design and focus of this study. They are as follows:

An illustration from an unfamiliar territory

This study investigated sex education in two different places and altogether four schools; this gave new knowledge of sex education to new audiences. There was limited research regarding sex education especially with the comparative approach. Most studies with a comparative approach on sex education were limited to the comparison upon materials or policies. Practical aspects of sex education were missed among current literatures. This study introduced practical issues of sex education in Taiwan to English audiences and vice versa. It also provided an opportunity for readers from other countries to understand sex education in Taiwan; as an example of a country in which research into sex education has been underdeveloped.

A balanced view

The strength of the thesis was the attempt to address assumptions about sex education in the two countries. For example, educators in Taiwan usually assumed

that education would be better in England. Therefore, this thesis provided a balanced view on these assumptions. The scenario-based sampling allowed me to gather data on a comparable ground; therefore the comparisons made in this study were fair to all participating schools. This reinforced the initial approach being an adequate choice as to make objective comparison and provide balance review on sex education in practice.

The mixed method approach

The method used in this study was a mixed method approach; this enabled me to review the phenomenon from different perspectives. The mixed method approach also enabled me to gather data from different sources. This not only strengthened the evidence found in this study, it also provided a robust triangulation. This further heightened the validity of this study.

The conceptualisation of sex education

Findings of this study enabled me to re-conceptualise a framework of sex education showing a better fitted model for sex education in practice within the schools where I investigated (see figure 9.2). With the finding of this study I was also able to generate an explanatory model to describe the observed phenomena. This model provided a more detail causal relationships found within the predicated schools. Combining them provided a means to generalise from this study to other schools and these countries and perhaps beyond.

A systematic and robust investigation

This study was thoroughly structured with many methodological considerations, and wide literature was also brought into attention for reaching judgements and explanations. All of these enabled me to provide a systematic and robust review on sex education in the four schools. This thesis provided insights into sex education with empirical evidence and scholarly constructed explanations for it.

10.3 Limitations

There were inevitable limitations in this study which I will illustrate below.

The representative of the samples

It is debateable how representative the four schools were. This is not an easy question to answer. Throughout the study, it is clear that the two Taiwanese schools were similar in many ways, whilst the two English schools were different in many perspectives. The two Taiwanese schools perhaps represented the general consistency among schools in Taiwan, whilst the English schools showed the broader picture of variation among schools in England. This might suggest that the difference in structure of sex education, but more research will need to be undertaken.

Woodcock et al. (1992) suggested the differences among English schools; these were clearly found in this study; hence the two schools could not represent the whole practice of sex education in England. However, this finding can be seen from another angle as it presents the differences pointed out by Woodcock. It is not possible for me to investigate a lot of schools in England to find out what could be possibly/widely adopted in the practice of sex education, because this will impose another challenge - that of the existence of a general standard of practice among schools in England.

Subsequently, this is an inevitable limitation for a study regarding practice of sex education in England. One of the main aims of this study is to investigate sex education from a practical approach; this made this limitation apparent among data collected in England due to the practice of sex education being varied from school to school. However, as I defined the approach is to understand sex education with a balanced view, the adopted methods provided me a balance between breadth and depth. This study was not to provide representative samples for generalisation, but it was an acknowledged shortage if the reader was seeking it through this work.

Broader consideration of other factors

All findings and discussions in this study were based on the evidence gathered, and factors/issues involved were limited. Due to the stance taken as a bottom-up approach; some outer institutional factors were not included in this study. For example, the effects from the Local Education Authority and other organisations were not seen clearly.

In order to make this study manageable and feasible for me, this was an inevitable and regretful choice. There were also some interesting factors which I did not have enough evidence to support. For example, the school ethos and its influence on sex education were noticed as a possible factor, but the lack of evidence for this limited my discussion of it.

The design of this study enabled me to gather comparable data, but the limited methods used also brought some shortcoming. A more detailed observation (e.g. classroom observation) would have enabled me to provide more insights into sex education; especially the coherence between verbal evidence and practice was not investigated in this study.

Due to the time constraint, the stance of maintaining identical process of sampling scenarios from schools did not allow the freedom for further action on any interesting factor found during field work. Therefore, I could merely illustrate these findings without any further investigation. This echoed my initial design to make this a manageable research project.

A partial view on sex education from a bottom-up approach

This study took an approach which was to gather data from the foundation - pupils and teachers; this imposed some limited explanatory ability for some evidence. When an interesting finding merged into this study, a cross examination with data from different sources was used to further verify it. Therefore, I have attempted to categorise them systematically in order for them to be easily understood. However, some of these categories could be partially attributed to the same factor if an opposite view was taken.

It was a dilemma to choose the approach for this study, the reason for my approach was to emphasise the views from the often neglected population. It was impossible for me to adopt both approaches due to the practicalities involved; hence it is a regrettable limitation for a partial investigation on some phenomenon of sex education. If time and resources were permitted, a balanced approach will greatly benefit future studies in this field.

Language and cultural barriers

This is an inevitable limitation for conducting a cross-national study. This especially applied to data from Taiwan as a lot of these materials required translation. It is not always possible to find equivalent words for translating Chinese to English; hence some of the subtleties were missing in English.

Cultural influence is also a limitation within this study. Participants may interpret an idea under different cultural notions. Participants' interpretations were under social influences which interacted with the cultural backgrounds enrooted within them. It imposes a great challenge to represent this in a specific cultural context. For example, the cultural expectation in England could perhaps result in an apathetic situation. Another issue relating to this was the lack of addressing specific culture. Cultural issues were a very complex issue to bring into this study; I have tried to illustrate findings with a neutral stance with limited essences from cultural influence. The purpose of this was to address on a more neutral ground for readers from any background. However, this also heightened one of the shortcomings of this study - cultural difference. For example, a natural notion for Taiwanese participants could be very hard for English people to understand. It is a very tricky but undeniable issue hence the cultural bias could limit the results from this study.

The role as a researcher

The field of this study is a familiar one for me; therefore I could have some preconceptions regarding relevant issues. I am a trained Health Education teacher in Taiwan who followed the 'traditional' route which was created by 'experts'. Therefore, it is an inevitable that I have learnt and internalised some ideologies without any further reflection. This perhaps imposes some limitations for my interpretation of the data. Although I have attempted to maintain a reflective attitude during the investigation, my background and experiences might have some impact on this study.

The definition of sex education

The definition of sex education was limited in this study. Through the finding of this study, it is clear that sex education should be seen in a broader view. It involves the curriculum, family, community and the society. The view of seeing sex education as a curriculum is a limited view. However, the limitation is necessary for this project; it provides a clear focus for this study.

I have concluded that there is benefit in viewing sex education in a wider context, and the aims of my study were limited.

Overall, these limitations of this study will need to be taken into consideration for further interpretation. They also provided some suggestions for future studies in this field.

10.4 Implications

There are implications from the findings of this study, they can be categorised for four groups of target population. They are as follows:

10.4.1 The implications for policy makers

Learning from each other

The findings of this study suggested that sex education was different between Taiwan and England. This provides an opportunity to reflect on policy and learn from other countries. It also illuminated the weakness and strength in each country, which could provide considerations for future improvement. One of the most noticeable learning through comparison within this study is that the strength of a top-down policy. This approach was often described as less preferred model, especially in a democratic society. However, it was clear that the often undesirable approach could provide advantages which were hard from the opposite way. This was a clear benefit of learning from a comparative view.

Training for teachers is urgently needed

The need for training among teachers in England was strongly voiced. This suggested that future improvement of sex education must include the provision of adequate training. Future investigation on the format of training for teachers will also provide further suggestions for improvement. For example, the type of training and the arrangement of time for it are important issues for planning training regarding sex education.

The need for sex education from pupils

The need for sex education and more allotted time for it were noticed in this study. This confirmed the importance of SE in school curriculum; future policy must highlight the importance of sex education. The noticeable parental withdrawal right of sex education will need to be reconsidered as the need for it was clearly observed along with the benefits for pupils from receiving sex education.

10.4.2 The implications for teachers/coordinates of sex education

Gender difference as a consideration for teaching in sex education

The different behaviour patterns and attitudes regarding sex education were noticed in the study. Extra consideration of gender issues must be made prior to the delivery of sex education. Teachers and coordinators of sex education must reconsider the presentation of gender issues and the design to engage pupils in both genders.

The balance between affective (e.g. relationships) and factual (biology) issues will needed to be addressed, this will fulfil needs of both male and female pupils. If a teacher can show more confidence during sex education lesson and avoid setting gender stereotypes will also minimised the problematic gender issues in sex education (e.g. disruptive behaviours from male pupils).

The attitude towards sex matters

Teachers' uneasiness of talking about sexual issues in the classroom was noticed in this study. The positive attitude towards teaching sexual issues and 'open-minded' approach will be beneficial in the delivery of sex education.

Interactive teaching methods

The use of more interactive methods could enhance pupils' interest in sex education. Further consideration for engaging pupils in sex education should be considered in lesson planning. Interactive teaching methods (e.g. role playing exercise) will provide a realistic simulation of life; this will perhaps help engage pupils more. Using appropriate videos in sex education lesson will be an effective way in sex education as it was a preferred method among many pupils in this study.

10.4.3 The implications for pupils

The relevance in real life

Sex education can help pupils' lives; pupils expressed the relevance of its contents. The inclusion of topics with regard to relationships was particularly welcome and helpful in pupils' current and future lives. Sex education can prepare pupils for their current and future lives, therefore pupils should engage seriously with it in class.

The understanding of gender issues

Gender issues were noticed by pupils. Sex education can raise pupils' awareness of gender and its relevant issues. Sex education can provide the understanding of its own gender and the opposite as well. The opportunity to discuss gender issues would be beneficial for pupils' future lives.

10.4.4 The implications for academic researchers

Gender difference is an important factor

This study suggested that the gender difference not only influenced the behavioural pattern in the classroom but also the view and need of sex education. This difference was noted in both countries, but it was perceived as less problematic in Taiwan. Further investigation for gender issues, especially in Taiwan, is needed.

A bottom-up approach to address the practice of sex education

There were several needs and factors for effective sex education suggested in this study, future investigation for this will be essential. Findings in this study were particularly revealing as they are from teachers and pupils. Therefore, they provided an insight into the practice of sex education in the 'real world'. They provided valuable suggestions for future plans of sex education.

Elements for future studies of sex education

I have emphasised the need for viewing sex education in a comprehensive perspective, this study provided some of the elements which require future investigation. It is a limitation for this study that it did not provide a comprehensive picture of sex education; however it illuminated elements of importance for future studies. For example, the involvement of parents was mentioned by many teachers across countries, therefore the role of parents in sex education will require further investigation.

Practice of sex education in England needs a larger sampling

The inconsistency in practice of sex education among schools in England was noticed in this study. Future understanding of sex education in England must be made on a broader selection of samples. This would possibly provide a more holistic picture of sex education in England.

The inclusion of mixed-method

Mixed-method approach was adopted in this study; this increased the understanding of the phenomenon from different sources. However, the inclusion of mixed methods was not complete in this study; further considerations regarding this issue would illuminate the explanatory strength for future studies. For example, the inconsistency of perceptions regarding sex education between classes/tutor groups was not clear in this study. The future adoption of other methods may identify this phenomenon.

To sum up, implications for this study could contribute not only to the understanding of sex education in Taiwan and England; it also provided further understanding of sex education in a broader context. Findings in this study will illuminate elements for future improvement and studies of sex education.

10.5 Reflection on approaches of sex education

Theoretical and practical issues relating to sex education were discussed in Chapter III; approaches of sex education were especially interesting. This study lends support to some of the approaches. It is noticeable that both countries in this study took the stance of a comprehensive sex education approach. It is apparent that both countries outline the essential need for sex education. For example, both countries have explicit guidelines for sex education, and these guidelines clearly provide the ideology of sex education should be taught with various perspectives. Therefore, the broader views on sexual (health) matters validate the stance as a comprehensive sex education approach.

The interpretation of sex education varied between these two countries. For example, policies in England stressed the importance of moral issues whilst health issues were more frequently raised in Taiwan. This does not mean that they did not cover other approaches, it just showed the focus of sex education were different.

Approaches of sex education taken by either country have their own strengths and weaknesses. They all provide different insights into certain aspects of sex

education. I believe the current structures of these countries provided a suited model, and the differences between approaches simply reflected their origins being different.

There is one approach which drew a big distinction between Taiwan and England, which is the right-based approach of sex education. It was clear that the parental withdrawal right of sex education is a significant trait of Sex and Relationships Education in England. If a right-based approach has been taken, this withdrawal right violates the basic right of pupils. However, it supports the right for parents as decisive role of children's education. Therefore, it is not surprising to see that this right has not been challenged since.

A welcome new development has been brought to the headlines in the process of writing this thesis. The government starts to reconsider the parental withdrawal right of sex education in England. The new development will ensure pupils in England will receive at least one year of SRE. This definitely will help the current situation of SRE in England, and resolve the ever-growing argument from writers in England among students' right to receive sex education.

Throughout the study, it is apparent that sex education is needed for pupils, and more topics of it will need to be addressed in the future. This is a clear trend which was voiced by pupils and teachers in this study. This further supports the current argument among academic writers for a comprehensive sex education. The meaning of 'comprehensive' will need to be more defined, and the evidence from this study clearly defines it from perspectives of pupils and teachers. An extensive sex education will help pupils immensely at present and most importantly in the future.

10.6 Reflection on the process of the inquiry and the significance of subjectivity

Based on my previous experience and learning in Taiwan, it was natural for me to take this project initially with a behaviouristic approach. Combining this with the 'expert-led' phenomenon discussed in this study, I was instinctively looking at this project through a very objective scope. For example, I tried initially to eliminate my personal influence on the process of reaching judgements. This initial ideology I inherited was a very behaviourist /positivist one; therefore I decided to present the

data with a neutral stance. This was a personal bias which could have been overlooked within this study.

However, I have also tried to define the significance and benefits of subjectivity within the domain of qualitative methods. It was clear that my personal subjectivity would have influenced the interpretation and judgements made in this study. Although I attempted to be as true to the participants' responses as possible, my role as a researcher would have an impact upon the results in this study.

The question of the effect of subjectivity was, however, not as problematic as my initial belief. The discussion in the Chapter V encouraged and reinforced the benefits of subjectivity within this study. For example, I have honestly expressed that some of the judgements I made were more speculative than others. This seemed to be an honest but dangerous statement from an objective perspective. However, the more speculative judgements or subjective interpretations within this study were still based on the participants' responses and the interaction between me and the participants. It was not only an unavoidable process, but it also brought the reader closer to phenomena I observed. This was encouraged and advocated by many writers such as Rolfe (2006) as a means to produce something meaningful.

There was also a very clear aspect concerning personal subjectivity which influenced the process of this study significantly - my initial belief of objectivity. It was a revealing and interesting process. For instance, I adopted the ideology of believing objectivity as being more 'scientific', hence I used this stance to interpret the phenomena. Interestingly, the scope of 'objectivity' interacted with the findings of this study subjectively. This represented the role of subjectivity within this study. Combining this with the understanding of my background, motivations and the reflections after this study, it demonstrated my role as a researcher within this study. It also showed that a consideration of the phenomena from a subjective position could be beneficial. Although I have to acknowledge this could be treated as a limitation from a positivist approach, I believed this indeed made this study more trustworthy and credible. I do not wish to involve myself with the debate between constructivism and positivism; this, to my belief, reflects the nature of this study as a mixed method one. I hope I have reached the balance between quantitative and qualitative

approaches; readers from different paradigms will be able to see the phenomena through my investigation (and subjectivity).

10.7 Reflection after the journey of this study

The focus of this study was to compare sex education between Taiwan and England; this imposed some challenges. Firstly, I was not familiar with sex education in England; this was a challenge for me to investigate in an unfamiliar territory. However, it proved to be a fruitful journey, I have learnt a great deal of sex education from the field work experience in England. Secondly, the possible rethinking and deconstruction of personal beliefs also felt threatening at first. I have had to re-evaluate my personal learning/teaching experience in the past, and some of this was a revealing process. Thirdly, the detachment from sex education in Taiwan was not an easy stance to take. I had my personal experience in this field; however the necessary detachment was essential for me to make fair comparison. This personal attachment was something which needed to be reconsidered with constant self-awareness.

I did not attempt to make any judgement on which practice of sex education was better between the two countries, because there is simply no such conclusion which could be made. Through the understanding of sex education in England, I started to believe that sex education is so essential to students' lives. Although I did not know whether it will provide any impact on their future, the journey of listening to what they need/want was still an exciting and revealing process for me. From a strictly structured curriculum background, listening to voices from pupils or other colleagues certainly had their influence on my personal view of (sex) education.

One of the greatest personal developments was to reflect my personal experience in this field. During my university time for teacher training, the educational reforms had just started to take shape. I learnt the ideologies of sex education without any critical review. The diversity I observed between Taiwan and England suddenly made me realise this personal bias. Therefore, I learnt to detach myself from sex education in Taiwan. This not only enabled me to make comparison fairer for this study, this also provided me to rethink the stance I used to take before.

Through my training as a teacher in Taiwan, the constant hidden message was that sex education in Taiwan was far behind that of western countries. I do not deny that there is plenty of room for improvement regarding sex education in Taiwan, however the introduction/inclusion of foreign structures/ideologies was an inconsiderable and an under-estimated approach. Every country had its own approach and design of sex education, and they all had their own strengths and weaknesses. With the understanding from other countries, it is necessary not just to look at the weaknesses of its own design/approach; the understandings of ones own strengths would be an essential procedure too.

After this study, it is apparent that several possible academic directions for my future development will be interesting. For example, the need for training among teachers would need further investigation. This could be greatly beneficial for the practice of sex education. There were many interesting findings in this study; however this study could not provide enough evidence for them. Therefore, different research methods could be used for future studies on these issues. E.g. the classroom observations could illuminate the ‘real’ practice in the classroom level.

Overall, these personal growths reinforced my belief of the non-existence of a definite example. As discussed previously, the approaches taken for sex education in each country reflected the different origins and ideologies. There will be no one single model to suit them all; many factors such as social context will need to be considered. However, the learning from oneself and others is always necessary. As I mentioned before, a balanced review on both strengths and weaknesses must be made. I believe this will result in a more active and positive attitude on sex education and this is so essential for improvements to be made on current sex education.

10.8 Conclusion

This chapter concluded my journey of this study. I acknowledged the limitations for this study, and I also provided implications for further attempts in this field. This study proved to be not only a development academically but also personally. I also hope this will provide some practical elements for future practice in sex education, and ultimately benefit teachers and pupils.

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Appendix 1 - Questionnaire

Pupils' Perceptions of Sex and Relationships Education

Questionnaire

This is a very easy and simple sheet for you to fill out.

It will only take you a few minutes to fill in. Please follow the instructions and you will find it very easy!

Hope you enjoy it, and thank you for giving me a lot of great information. ☺

Part 1 How I think, how I feel!!!

Do you agree these statements about Sex and Relationships Education in your school?

Please tick the box which suits you best.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I like Sex and Relationships Education in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find the information given in these classes helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel quite comfortable during these classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think we should do sex and relationships education in boys only and girls only groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find the things we discuss in these classes were very new to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the things we discuss in these classes are interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish we could have more classes on Sex and Relationships Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 2 My experiences

Which of the following have been covered in sex and relationships education classes?

Are there any topics covered? If so please tick the box. If they are not covered please tick the right box to say whether they should be covered or not covered.

Examples (Let me show you how easy it is ☺)			
	Covered	NOT Covered	
		Need to be covered	No Need to be covered
Friendship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▼			
<u>This means the topic "Friendship" has been covered in the Sex and Relationships Education classes</u>			

Or			
	Covered	NOT Covered	
		Need to be covered	No Need to be covered
Friendship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		▼	
<u>This means the topic “Friendship” has NOT been covered in the Sex and Relationships Education, and you think the topic “Friendship” should be covered in the Sex and Relationships Education classes.</u>			
Or			
	Covered	NOT Covered	
		Need to be covered	No Need to be covered
Friendship	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		▼	
<u>This means the topic “Friendship” has NOT been covered in the Sex and Relationships Education classes, and you think the topic “Friendship” should NOT be covered in the Sex and Relationships Education classes.</u>			

Here is your chance to have your say! Please tick the box which suits you best.

	Covered	NOT Covered	
		Need to be covered	No Need to be covered
Puberty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-image and self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role as a woman/man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dating and managing relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birth control and family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contraception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex and mass media (e.g. advertising)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment, abuse and violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexually transmitted disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex and law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation (e.g. homosexuality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part3 Let's find out how it works

Which of the following activities have you experienced in Sex and Relationships Education classes?

Please tick things you have done in your Sex and Relationships Education classes.

Examples (Let me show you how easy it is ☺)

	Experienced	NOT Experienced	
		Would like this to happen	Would NOT like this to happen
Small group discussion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



This means you have experienced a small group discussion in your Sex and Relationships Education classes.

Or

	Experienced	NOT Experienced	
		Would like this to happen	Would NOT like this to happen
Small group discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



This means you have NOT experienced a small group discussion but you like the idea of experiencing this activity in your Sex and Relationships Education classes.

Or

	Experienced	NOT Experienced	
		Would like this to happen	Would NOT like this to happen
Small group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



This means you have NOT experienced a small group discussion in your Sex and Relationships Education classes, and you do NOT like the idea of experiencing the activity.

Here is your chance to have your say! Please tick the box which suits you best.

	Experienced	NOT Experienced	
		Would like this to happen	Would NOT like this to happen
1.Teaching talking to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.Outside speaker talking to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.Small group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.Whole class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.Role play exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.Playing games in groups or individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.Discussing relevant news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.Watching videos/DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.Teachers or students using computers or the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.Using commercially prepared materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have a chance to choose any activities above, which one is your favourite activity for Sex and Relationships Education?

Please choose a number and fill in here:_____.

Part 4: About you

Please Tick the appropriate box which suits you the best:

My Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male	
My Year Group	<input type="checkbox"/> Year 7	<input type="checkbox"/> Year 8	<input type="checkbox"/> Year 9

Thank you for taking the time to finish this questionnaire. I appreciate your participation. This will help me understand more about what you are experiencing in the Sex and Relationship Education. It will help us to develop an even better Sex and Relationship Education in the future.

If you would like to know more or want to join us for an interesting discussion group, please do not hesitate to ask your teacher. Your help is most welcome. ☺

Greg C Liang